

FAMU

FLORIDA A&M UNIVERSITY
DIVISION OF STRATEGIC
PLANNING, ANALYSIS AND
INSTITUTIONAL EFFECTIVENESS

Graduation Exit Survey Report

AN AGGREGATE AND COMPARATIVE SUMMARY OF
FINDINGS FOR ACADEMIC YEAR 2023-2024.

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FAMU

FLORIDA A&M UNIVERSITY
OFFICE OF
UNIVERSITY ASSESSMENT

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Introduction

The Florida Agricultural and Mechanical University (FAMU) Graduate Exit Survey captures graduating students' perceptions regarding their collegiate experiences and future plans. The survey specifically addresses learning outcomes, student support services, facilities, availability of services, program of study, and other salient topics for the university. The survey has been administered since Summer 2015. The survey link is distributed each summer, fall, and spring to students who submit an application to graduate.

This report summarizes findings from data collected for the academic year (AY) 2023 - 2024: Summer 2023, Fall 2023, and Spring 2024. Students who were approved through their academic department to complete a graduation application and subsequently applied received the invitation to complete the survey. A total of 2,398 students received invitations to participate in the FAMU Graduation Exit Survey during the indicated period. There was a 79% ($N = 1,897$) response rate for survey invitations distributed during the academic year 2023-2024.

Methodology

The FAMU Graduation Exit Survey is intended to assess graduating students' perceptions of their collegiate experiences and their proposed future plans. The survey assesses demographic characteristics of the sample, cocurricular activities, satisfaction with their FAMU experience, academic preparation, factors influencing their decision to attend FAMU, and post-graduate plans. The survey is a composite of both multiple choice and open-ended response items. The survey is distributed to all graduating students each semester through their FAMU email address with the assistance of the Registrar's Office and Information Technology Services.

The survey consists of 48 questions, excluding sub-questions, across six domains. These domains are comprised of a mixture of 33 multiple choice items and 15 open-response items.

All changes to the FAMU Graduation Exit Survey are evaluated and approved by the university's Institutional Level Assessment Committee (ILAC).

Key Findings

This report depicts key findings from the data collected during the AY2020-2021 administration of the FAMU Graduation Exit Survey. Most graduates were African American (88.6%), and more than half of the survey respondents were between 18 and 23 years of age (62.6%). Female respondents (70.1%) outnumbered male respondents in the sample. The majority of graduating students who completed the FAMU Graduation Exit Survey were Florida residents (84.1%) and indicated they were not transfer students (63.1%). Almost one-quarter of respondents received a scholarship or fellowship to attend FAMU (21.6%). Students from each college or school at the university receiving a variety of degree types were present in the sample; however, 30.4% of respondents were graduates of the College of Social Sciences, Arts and Humanities and 78.4% were receiving a bachelor's degree. Finally, more than two-thirds of respondents reported graduating with a grade point average (GPA) of 3.00 or higher (71.9%). Table 1 presents frequencies and percentages for these variables.

Table 1. Student Profile of the Survey Respondents

	<i>N</i>	<i>%</i>		<i>N</i>	<i>%</i>
Race/Ethnicity			College/School		
African American/Black	1,676	88.6	Agriculture and Food Sciences	63	3.3
Asian	20	1.1	Business and Industry	108	5.7
Hispanic	47	2.5	Journalism and Graphic Communication	65	3.4
Mixed Race	57	3	Nursing	60	3.2
Other (please specify)	25	1.3	Education	92	4.9
White	66	3.5	Engineering	166	8.8
<i>Total</i>	1,891	100.0	Law	575	30.5
Age			Pharmacy and Pharmaceutical Sciences	291	15.4
Less than 18 years old	1	0.1	Science and Technology	60	3.2
18-23 years old	1,184	62.6	Social Sciences, Arts and Humanities	208	11
24-30 years old	542	28.6	School of Allied Health Sciences	17	0.9
31-35 years old	69	3.6	Architecture and Engineering Technology	121	6.4
36 years old and above	96	5.1	Environment	63	3.3
<i>Total</i>	1,892	100.0	<i>Total</i>	1,889	100.0
Gender			Degree Attained		
Female	1,325	70.1	Bachelor	1,473	78.4
Male	564	29.9	Master	223	11.9
<i>Total</i>	1,889	100.0	Research Doctorate/Ph.D.	45	2.4
Residency Status			Professional Degree (PharmD./JD)	130	6.9
Florida Resident	1,587	84.1	Other (Specialist)	9	0.5
Non-Florida Resident	266	14.1	<i>Total</i>	1,880	100.0
Non-Resident Alien	33	1.7	Cumulative GPA		
Other (please specify)	2	0.1	2.00 to 2.49	106	5.6
<i>Total</i>	1,888	100.0	2.50 to 2.99	423	22.5
Transfer Student			3.00 to 3.49	676	35.9
No	1,192	63.1	3.50 to 4.00	678	36.0
Yes	698	36.9	<i>Total</i>	1,883	100.0
<i>Total</i>	1,890	100			
Scholarship/Fellowship					
No	1,476	78.3			
Yes	409	21.7			
<i>Total</i>	1,885	100			

Satisfaction

FAMU graduates were asked to indicate their satisfaction with processes and facilities, customer service, and overall experience during their time at the university. Responses for the items gauging satisfaction were provided on a 4-point Likert scale, ranging from 'very satisfied' to 'very dissatisfied,' with an option to indicate 'no opinion.' Responses were recoded to align with numerical values along the following scale: very satisfied – 4; somewhat satisfied – 3; somewhat dissatisfied – 2; very dissatisfied – 1.

'No opinion' was included as a response option on the survey to indicate a lack of sentiment regarding the item; however, the response option was not a neutral anchor item reflecting an opinion between satisfaction and dissatisfaction. Because of this, 'no opinion' was recoded as 'missing' to eliminate them from the analyses. A composite score was calculated from the responses by averaging all the associated survey items. The mean overall satisfaction score was 3.10. The mean satisfaction score can be interpreted to indicate that as a sample, students tended to be somewhat satisfied with the services that they utilized. Table 2 presents the means for satisfaction scores, presented in decreasing order, including the mean overall satisfaction score. Frequencies of responses for the satisfaction items in the table are provided in Appendix A.

For the individual items, mean satisfaction scores ranged from 3.57 (University Library and value of the FAMU degree) to 2.07 (availability of student parking). Among the top 10 satisfaction items, university library, the value of their FAMU degree, library services, and campus email account had the highest mean scores. The full list of the top ten satisfaction items is as follows:

- University Library ($M = 3.57$)
- Degree Value ($M = 3.57$)
- Library Services ($M = 3.54$)
- Campus Email ($M = 3.54$)
- CeDAR ($M = 3.50$)
- Campus Radio ($M = 3.50$)
- Fitness/Exercise Facilities ($M = 3.46$)
- Recreational Facilities ($M = 3.43$)
- University Bookstore ($M = 3.43$)
- FAMU Career Center ($M = 3.39$)

Among the satisfaction items, the items related to financial aid process and availability of parking had the lowest mean scores. The complete list of the bottom ten satisfaction items is as follows:

- Registrar's Office ($M = 3.12$)
- Student Government Association ($M = 3.12$)
- Food Quality ($M = 3.10$)
- Registration Process ($M = 3.08$)
- Class Availability ($M = 3.04$)

- Academic Advising ($M = 2.81$)
- Office of Parking Services ($M = 2.81$)
- Office of Financial Aid ($M = 2.19$)
- Financial Aid Process ($M = 2.19$)
- Parking Availability ($M = 2.07$)

Table 2. *Descriptive Statistics for Satisfaction Scores*

	<i>M</i>	Very/Somewhat Satisfied (%)
University Library	3.57	96.1
Value of the FAMU degree	3.57	94.5
Library Services	3.54	96.4
Campus Email Account	3.54	95.0
Center for Disability Access and Resources (CeDAR)	3.50	93.9
Campus Radio Station	3.50	94.3
Fitness/Exercise Facilities	3.46	93.0
Recreational Facilities	3.43	93.3
University Bookstore	3.43	92.1
FAMU Career Center	3.39	91.8
Classroom Size	3.37	92.3
Health Services	3.34	90.0
Computing Facilities	3.29	90.0
Housing Office	3.21	85.5
Dining Facilities	3.20	85.2
Classroom Facilities	3.20	86.7
Food Quantity	3.19	84.2
Campus Police	3.18	83.2
Counseling Services	3.18	82.9
Program's Department Office	3.18	81.2
Grade Reporting Process	3.18	84.8
Registrar's Office	3.12	82.4
Student Government Association	3.12	81.4
Food Quality	3.10	80.1
Overall Satisfaction	3.10	-
Registration Process	3.08	81.5
Class Availability	3.04	76.2
Academic Advising	2.81	67.3
Office of Parking Services	2.81	66.0
Office of Financial Aid	2.19	40.4
Financial Aid Process	2.19	39.5
Parking Availability	2.07	34.9

Note. Mean values for satisfaction were calculated based on the following scale: very satisfied – 4; somewhat satisfied – 3; somewhat dissatisfied – 2; very dissatisfied – 1.

Academic Perception

FAMU graduates were asked to report the perceived impact of FAMU on their academic preparation. Agreement responses were recoded to align with numeric values along the following scale: strongly agree – 4; somewhat agree/agree – 3; somewhat disagree/disagree – 2; and strongly disagree – 1. A composite score was calculated from the agreement questions by averaging the associated survey items. The mean overall agreement score was 3.50, which can be interpreted to indicate strong agreement. Table 3 presents the means for agreement scores, presented in decreasing order, and the mean

overall agreement score. Frequencies of responses for the agreement items in the table are provided in Appendix B.

The mean agreement scores reflect the high percentages of responses of ‘strongly agree’ or ‘agree’ to the items included in this portion of the survey. The top 3 items that graduates’ most agreed with were that their FAMU experience allowed them opportunities to demonstrate consideration of differences among people ($M = 3.58$) and to engage in critically thinking to analyze problems ($M = 3.57$). Fewer students agreed that FAMU helped them manage the stress demands of their academic lives ($M = 3.13$).

Table 3. Descriptive Statistics for Agreement Scores

	<i>M</i>	Strongly Agree/Agree (%)
Respecting Differences	3.58	94.7
Critical Thinking	3.57	95.0
Apply Theoretical Knowledge	3.56	96.7
Working Cooperatively	3.56	95.1
Academic Integrity & Conduct	3.56	94.1
Life-long Learning	3.55	93.8
Competence in Major	3.54	95.3
Intellectually Challenging Major	3.53	93.5
Oral & Written Communication	3.51	93.9
Overall Agreement	3.50	-
Technology Use	3.45	91.2
Managing Demands	3.13	77.5

Note. Mean values for agreement were calculated based on the following scale: strongly agree – 4; somewhat agree/agree – 3; somewhat disagree/disagree – 2; strongly disagree – 1.

Decision to Attend FAMU

FAMU graduates also indicated the perceived importance of factors in their decision to attend FAMU. Responses for the items gauging importance were provided on a 4-point Likert scale, ranging from ‘very important’ to ‘not important’ with an option to indicate ‘no opinion.’ Responses were recoded to align with numerical values along the following scale: very important – 4; somewhat important – 3; not so important – 2; and not important – 1.

‘No opinion’ was included as a response option on the survey to indicate a lack of sentiment regarding the item; however, the response option was not a neutral anchor item reflecting an opinion between importance and lack of importance. Because of this, ‘no opinion’ was recoded as ‘missing’ to eliminate them from the analyses.

A composite score was calculated from the responses by averaging all the associated survey items. The mean overall importance score was 3.27, indicating a moderate importance relating to the surveyed facets of their decision to attend FAMU. Table 4 presents the means for importance scores, presented in decreasing order, and the mean overall importance score. Frequencies of responses for the importance items in the table are provided in Appendix C.

The top 3 items graduates identified as important in their decision to attend FAMU were the reputation of the institution ($M = 3.62$), the reputation of the degree programs ($M = 3.59$), and a supportive campus environment ($M = 3.49$). Fewer graduates perceived family legacy ($M = 2.96$) and intercollegiate athletics ($M = 2.77$) as important in their decision to

attend FAMU. These findings suggest that institutional efforts to recruit should highlight these highly rated factors when sharing the story of FAMU and why students should attend the institution.

Table 4. *Descriptive Statistics for Importance Scores*

	<i>M</i>	Very Important/Somewhat Important (%)
Reputation of FAMU	3.62	93.7
Reputation of the Degree Programs	3.59	93.9
Supportive Campus Environment	3.49	90.0
Overall Importance	3.27	-
Student Clubs and Organizations	3.21	80.8
On-Campus Social Events	3.07	75.7
Family Legacy	2.96	73.1
Intercollegiate Athletics	2.77	67.9

Note. Mean values for importance were calculated based on the following scale: very important – 4; somewhat important – 3; not so important – 2; not important – 1.

Year-to-Year Analysis

To facilitate a nuanced consideration of students’ perceived satisfaction with the University and the impact of the University on their academic growth, a year-to-year analysis was conducted to explore differences between the overall satisfaction and agreement scores, as well as the top and bottom 2 items in both categories. From AY2023 to AY2024, the mean of the overall satisfaction score increased by 0.01 while the mean of the overall agreement score decreased by 0.02 (Figure 1).

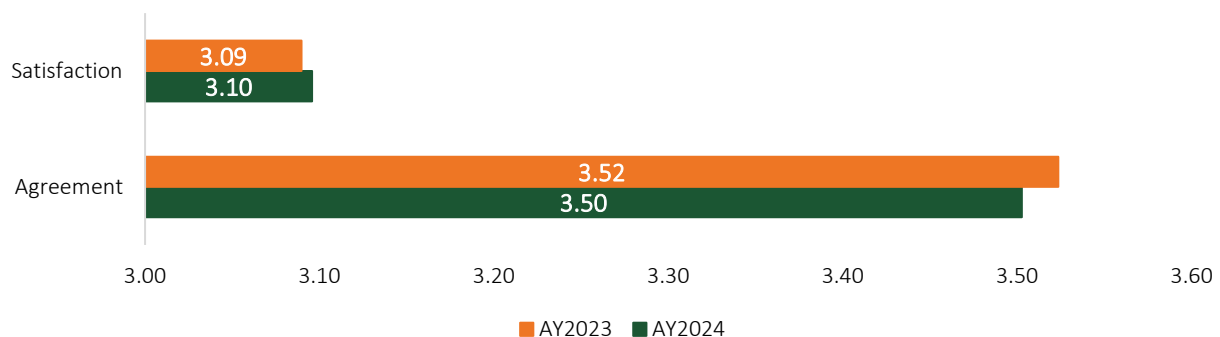


Figure 1. AY2023 and AY2024 averages for the overall satisfaction and agreement scores for the FAMU Graduation Exit Survey.

For satisfaction items, the average score for university library increased from AY2023 to AY2024, while the average score for value of the FAMU degree decreased during the same period. The average score for both bottom 2 items decreased, with the average satisfaction for financial aid process moving from 2.26 to 2.19 and parking availability moving from 2.17 to 2.07 from AY2023 to AY2024. Figure 2 provides a bar chart for the top and bottom 2 satisfaction items.

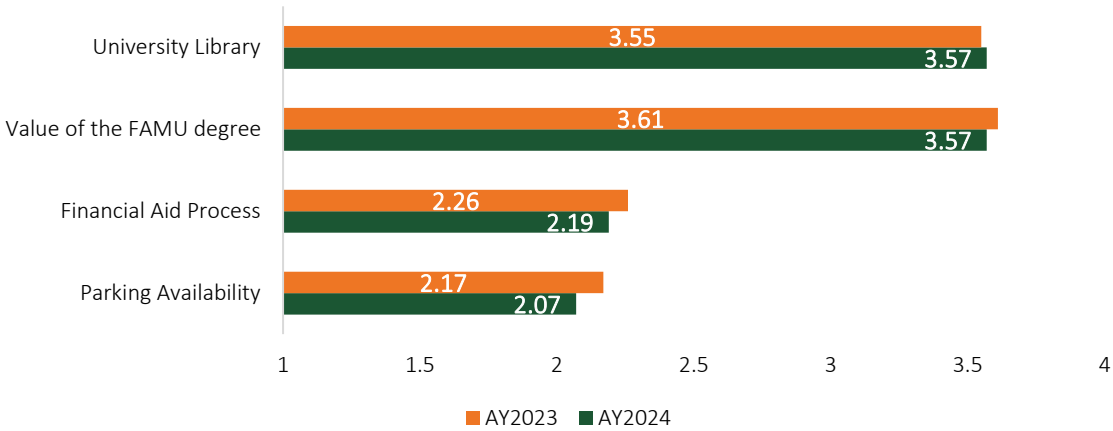


Figure 2. AY2023 and AY2024 averages for the top and bottom 2 satisfaction items for the FAMU Graduation Exit Survey.

Similarly, the overall agreement averages for the top and bottom 2 items related to academic growth of graduates declined from AY2023 to AY2024. Though the amount of decline is minimal, ranging from a 0.01 to 0.06 decrease, this decrease in agreement that their FAMU experience helped them develop in their ability to respect differences, think critically, use technology, and manage competing demands reflects an overall trend down for this category. Figure 3 presents bar graphs for the top and bottom 2 agreement items.

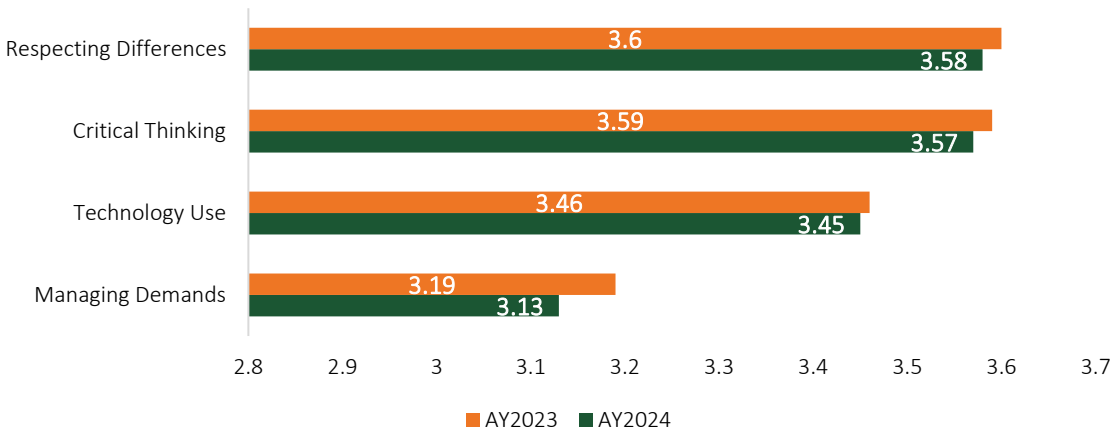


Figure 3. AY2021 and AY2022 averages for the top and bottom 2 agreement items for the FAMU Graduation Exit Survey.

Comparative Analysis

Independent samples t-tests were conducted for individual survey items comparing the AY2023 and AY2024 data. This analysis was conducted to investigate the alternative hypothesis that the mean for the survey items are higher for AY2023 than AY2024. Also, this analysis was conducted to provide more detail beyond the year-to-year analysis of the overall satisfaction and agreement scores, as well as the top and bottom survey items in each section.

A test was conducted for each question included in the satisfaction, agreement, and importance scales. The alpha level was set at 0.05, with p values lower than 0.05 indicating the presence of statistically significant differences in the mean scores between the two academic years. However, due to the presence of multiple comparisons at once a Bonferroni correction was applied to compensate and reduce the chance for type I error. A more conservative alpha level of .002 was used to determine the presence of statistical significance for satisfaction items, .005 for agreement items and .007 for importance items. Because the test focused on the presence of a higher value for AY2024 the one-tailed p value has been reported and interpreted. Additionally, the item means for each year are presented in the table. Statistically significant comparisons have been indicated in bold in the table below. Table 5 presents the results of the independent sample t-tests.

The findings reflected statistically significant results for the Office of Financial Aid. However, satisfaction with that office decreased from AY2023 to AY2024. There were no statistically significant differences in the item means on the agreement scale. For importance, there were statistically significant differences identified for intercollegiate athletics and on-campus events, with the means for both decreasing from AY2023 to AY2024 by 0.08 and 0.10, respectively.

Table 5. Comparative Analysis Across Academic Years

	AY 2022-2023	AY 2023-2024	
	<i>M</i> **	<i>M</i> **	<i>p</i> *
Satisfaction			
Academic Advisement Process	2.85	3.57	.122
Financial Aid Process	2.26	3.57	.019
Grade Reporting Process	3.14	3.57	.094
Registration Process	3.10	3.57	.284
CeDAR	3.47	3.57	.181
Classroom Facilities	3.22	3.57	.182
Computing Facilities	3.30	3.57	.377
Counseling Services	3.17	3.57	.364
Dining Facilities	3.17	3.57	.146
Fitness/Exercise Facilities	3.42	3.57	.067
Health Services	3.29	3.57	.056
Recreational Facilities	3.40	3.57	.162
University Bookstore	3.37	3.57	.017
University Library	3.55	3.57	.168
Program/Department Office	3.14	3.57	.109
Campus Police	3.14	3.57	.111
FAMU Career Center	3.37	3.57	.247
Office of Financial Aid	2.34	2.19	<.001
Housing Office	3.14	3.21	.024
Library Services	3.52	3.54	.137
Office of Parking Services	2.72	2.81	.017
Registrar's Office	3.14	3.12	.269
Class Availability	2.99	3.04	.068
Availability of Student Parking	2.17	2.07	.004
Class Size	3.37	3.37	.451
Food Quality	3.09	3.10	.395
Food Quantity	3.16	3.19	.143
SGA	3.19	3.12	.024
Campus Email	3.50	3.54	.032
Campus Radio Station	3.48	3.50	.279
Value of Degree	3.61	3.57	.050
Academic Perceptions			
Communication	3.54	3.51	.084
Critical Thinking	3.59	3.57	.162
Technology Use	3.46	3.45	.327
Working Cooperatively	3.58	3.56	.185
Academic Integrity & Conduct	3.58	3.56	.205
Life-long Learning	3.56	3.55	.271
Respecting Differences	3.60	3.58	.223
Managing Demands	3.19	3.13	.036
Competence in Major	3.57	3.54	.092
Application of Knowledge	3.57	3.56	.398
Intellectually Challenging	3.54	3.53	.397
Decision to Attend FAMU			
Intercollegiate Athletics	2.89	2.77	.002
On-campus Social Events	3.17	3.07	.004

	AY 2022-2023	AY 2023-2024	
	<i>M**</i>	<i>M**</i>	<i>p*</i>
Student Clubs/Organizations	3.28	3.21	.010
Reputation of Degree Programs	3.60	3.59	.350
Reputation of FAMU	3.64	3.62	.239
Family Legacy	3.04	2.96	.045
Supportive Campus	3.54	3.49	.035

Note. **p* values in bold indicate statistical significance. Bonferroni corrected alpha of .002 used to indicate statistical significance for satisfaction, .005 for agreement, and .007 for importance. **Mean values in bold indicate statistical significance between specific academic years.

Post-Graduate Plans

Finally, graduates were asked to indicate their post-graduate plans. When asked about their confidence in the ability to find a job related to their degree, 55.5% ($n = 1,021$) of graduates who responded to this item indicated they were very confident or confident they would be able to find a job in their field. Additionally, 23.8% of respondents had already accepted a job offer as of completing the FAMU Graduation Exit Survey.

Of those who indicated they had already secured a job at the time of the survey ($n = 386$), the most common starting salary was \$50,000 to \$99,999 (64.8%), while the second most common starting salary was \$20,000-\$49,999 (28.0%). The majority of those respondents had secured employment in roles related to their degree (89.6%).

More than half of the respondents (65.6%, $n = 1,216$) planned to pursue graduate education; however, only 7.6% of graduates who responded to the item had taken the GRE. A table has been provided with descriptive statistics for all post-graduate plans items included in the FAMU Graduation Exit Survey (Appendix D).

Conclusion

The FAMU Graduation Exit Survey captured graduating students' perceptions regarding their collegiate experiences and future plans. The survey addressed learning outcomes, student support services, facilities, availability of services, program of study, and other salient topics for the university. This report provided a summary of the data collected for AY2024, which covered Summer 2023, Fall 2023, and Spring 2024. During this period, data for a total of 1,897 respondents was collected. Additionally, this report contained a longitudinal analysis of mean scores for key items for AY2023 and AY2024.

Results of the data for AY2024 reflected that overall, graduates were satisfied with the value of their FAMU degree, suggesting an overall satisfaction with the key outcome of their FAMU experience. Additionally, the University Library, the library services, and the primary communication method – campus email – stood out as elements with which students were satisfied. Beyond this overall key metric, graduates felt that through their time at FAMU they developed several notable competencies such as the ability to respect differences among people, critical thinking skills, applying their theoretical knowledge in professional practice, working cooperatively, and academic integrity. These results suggest FAMU continues to cultivate graduates who are prepared to excel in their post-secondary pursuits, whether they engage in the job market or further education.

Despite these positive results, students were not satisfied with key aspects of the student experience such as financial aid, parking, and academic advising. To explore the specific pain points for students, senior leadership and the related offices should utilize findings from departmental surveys, the Service Excellence Student Survey, or other in-depth study to develop strategies to improve student satisfaction. Tables have been provided with descriptive statistics for all questions in the FAMU Graduation Exit Survey in the appendices. FAMU Graduation Exit Survey data can be accessed through the interactive dashboard, which allows for filtering by semester and year, College/School, and degree program. The dashboard can be accessed on the Office of University Assessment website: [Click Here!](#)

Appendix A. Frequency Distribution for Satisfaction Survey Items

	<i>N</i>	%
Academic Advisement Process		
Very Satisfied	513	28.2
Somewhat Satisfied	714	39.2
Somewhat Dissatisfied	333	18.3
Very Dissatisfied	262	14.4
Total	1,822	100.0
No Opinion	47	
No Response	28	
Financial Aid Process		
Very Satisfied	240	13.5
Somewhat Satisfied	460	26.0
Somewhat Dissatisfied	468	26.4
Very Dissatisfied	604	34.1
Total	1,772	100.0
No Opinion	96	
No Response	29	
Grade Reporting Process		
Very Satisfied	691	37.9
Somewhat Satisfied	856	46.9
Somewhat Dissatisfied	183	10.0
Very Dissatisfied	94	5.2
Total	1,824	100.0
No Opinion	44	
No Response	29	
Registration Process		
Very Satisfied	597	32.6
Somewhat Satisfied	894	48.9
Somewhat Dissatisfied	231	12.6
Very Dissatisfied	107	5.9
Total	1,829	100.0
No Opinion	37	
No Response	31	
Center for Disability Access and Resources (CeDAR)		
Very Satisfied	476	58.8
Somewhat Satisfied	284	35.1
Somewhat Dissatisfied	28	3.5
Very Dissatisfied	21	2.6
Total	809	100.0
No Opinion	1,048	
No Response	40	
Classroom Facilities		
Very Satisfied	602	35.8
Somewhat Satisfied	855	50.9
Somewhat Dissatisfied	177	10.5
Very Dissatisfied	47	2.8
Total	1,681	100.0
No Opinion	174	
No Response	42	
Computing Facilities		
Very Satisfied	643	41.6
Somewhat Satisfied	748	48.4
Somewhat Dissatisfied	115	7.4
Very Dissatisfied	39	2.5

	<i>N</i>	<i>%</i>
Total	1,545	100.0
No Opinion	309	
No Response	43	
Counseling Services		
Very Satisfied	510	42.3
Somewhat Satisfied	489	40.6
Somewhat Dissatisfied	118	9.8
Very Dissatisfied	88	7.3
Total	1,205	100.0
No Opinion	646	
No Response	46	
Dining Facilities		
Very Satisfied	577	39.1
Somewhat Satisfied	680	46.1
Somewhat Dissatisfied	151	10.2
Very Dissatisfied	67	4.5
Total	1,475	100.0
No Opinion	369	
No Response	53	
Fitness/Exercise Facilities		
Very Satisfied	790	56.7
Somewhat Satisfied	506	36.3
Somewhat Dissatisfied	47	3.4
Very Dissatisfied	51	3.7
Total	1,394	100.0
No Opinion	465	
No Response	38	
Health Services		
Very Satisfied	653	48.3
Somewhat Satisfied	563	41.7
Somewhat Dissatisfied	73	5.4
Very Dissatisfied	62	4.6
Total	1,351	100.0
No Opinion	503	
No Response	43	
Recreational Facilities		
Very Satisfied	741	53.1
Somewhat Satisfied	561	40.2
Somewhat Dissatisfied	44	3.2
Very Dissatisfied	49	3.5
Total	1,395	100.0
No Opinion	459	
No Response	43	
University Bookstore		
Very Satisfied	881	54.0
Somewhat Satisfied	621	38.1
Somewhat Dissatisfied	69	4.2
Very Dissatisfied	59	3.6
Total	1,630	100.0
No Opinion	229	
No Response	38	
University Library		
Very Satisfied	1059	62.3
Somewhat Satisfied	574	33.8

	<i>N</i>	<i>%</i>
Somewhat Dissatisfied	44	2.6
Very Dissatisfied	22	1.3
Total	1,699	100.0
No Opinion	162	
No Response	36	
Program's Department Office		
Very Satisfied	721	42.7
Somewhat Satisfied	649	38.5
Somewhat Dissatisfied	210	12.4
Very Dissatisfied	107	6.3
Total	1,687	100.0
No Opinion	167	
No Response	43	
Campus Police		
Very Satisfied	552	32.7
Somewhat Satisfied	541	32.1
Somewhat Dissatisfied	127	7.5
Very Dissatisfied	93	5.5
Total	1,313	100.0
No Opinion	536	
No Response	48	
Career Center		
Very Satisfied	652	50.0
Somewhat Satisfied	546	41.8
Somewhat Dissatisfied	70	5.4
Very Dissatisfied	37	2.8
Total	1,305	100.0
No Opinion	543	
No Response	49	
Office of Financial Aid		
Very Satisfied	285	16.4
Somewhat Satisfied	417	24.0
Somewhat Dissatisfied	383	22.0
Very Dissatisfied	653	37.6
Total	1,738	100.0
No Opinion	120	
No Response	39	
Housing Office		
Very Satisfied	467	30.9
Somewhat Satisfied	526	31.7
Somewhat Dissatisfied	108	6.4
Very Dissatisfied	60	3.5
Total	1,161	100.0
No Opinion	691	
No Response	45	
Library Services		
Very Satisfied	944	59.5
Somewhat Satisfied	586	36.9
Somewhat Dissatisfied	33	2.1
Very Dissatisfied	24	1.5
Total	1,587	100.0
No Opinion	263	
No Response	47	
Office of Parking Services		

	<i>N</i>	<i>%</i>
Very Satisfied	484	32.3
Somewhat Satisfied	505	33.7
Somewhat Dissatisfied	244	16.3
Very Dissatisfied	265	17.7
Total	1,498	100.0
No Opinion	357	
No Response	42	
Registrar's Office		
Very Satisfied	591	36.5
Somewhat Satisfied	744	45.9
Somewhat Dissatisfied	180	11.1
Very Dissatisfied	106	6.5
Total	1,621	100.0
No Opinion	236	
No Response	40	
Availability of Desired Classes		
Very Satisfied	631	35.2
Somewhat Satisfied	734	41.0
Somewhat Dissatisfied	284	15.9
Very Dissatisfied	142	7.9
Total	1,791	100.0
No Opinion	63	
No Response	43	
Availability of Student Parking		
Very Satisfied	283	16.5
Somewhat Satisfied	314	18.3
Somewhat Dissatisfied	347	20.3
Very Dissatisfied	768	44.9
Total	1,712	100.0
No Opinion	141	
No Response	44	
Classroom Size		
Very Satisfied	795	46.4
Somewhat Satisfied	785	45.9
Somewhat Dissatisfied	94	5.5
Very Dissatisfied	38	2.2
Total	1,712	100.0
No Opinion	135	
No Response	50	
Food Quality		
Very Satisfied	552	36.2
Somewhat Satisfied	669	43.9
Somewhat Dissatisfied	204	13.4
Very Dissatisfied	99	6.5
Total	1,524	100.0
No Opinion	329	
No Response	44	
Food Quantity		
Very Satisfied	623	41.2
Somewhat Satisfied	650	43.0
Somewhat Dissatisfied	147	9.7
Very Dissatisfied	91	6.0
Total	1,511	100.0
No Opinion	340	

	<i>N</i>	<i>%</i>
No Response	46	
Student Government Association		
Very Satisfied	468	38.5
Somewhat Satisfied	521	42.9
Somewhat Dissatisfied	131	10.8
Very Dissatisfied	95	7.8
Total	1,215	100.0
No Opinion	639	
No Response	43	
Campus Email Account		
Very Satisfied	1,059	60.7
Somewhat Satisfied	599	34.3
Somewhat Dissatisfied	63	3.6
Very Dissatisfied	25	1.4
Total	1,746	100.0
No Opinion	111	
No Response	40	
Campus Radio Station		
Very Satisfied	625	57.8
Somewhat Satisfied	394	36.4
Somewhat Dissatisfied	35	3.2
Very Dissatisfied	27	2.5
Total	1,081	100.0
No Opinion	771	
No Response	45	
Value of FAMU Degree		
Very Satisfied	1,139	64.7
Somewhat Satisfied	526	29.9
Somewhat Dissatisfied	63	3.6
Very Dissatisfied	33	1.9
Total	1,761	100.0
No Opinion	96	
No Response	40	

Appendix B. Frequency Distribution for Academic Perception Survey Items

	N	%
Verbal and Written Communication		
Strongly Agree	1,083	58.6
Agree	653	35.3
Disagree	78	4.2
Strongly Disagree	34	1.8
Total	1,848	100.0
No Response	49	
Critical Thinking		
Strongly Agree	1,178	63.7
Agree	578	31.3
Disagree	63	3.4
Strongly Disagree	29	1.6
Total	1,848	100.0
No Response	49	
Technology Use		
Strongly Agree	1,043	56.5
Agree	640	34.7
Disagree	115	6.2
Strongly Disagree	47	2.5
Total	1,845	100.0
No Response	52	
Working Cooperatively		
Strongly Agree	1,159	62.8
Agree	596	32.3
Disagree	58	3.1
Strongly Disagree	33	1.8
Total	1,846	100.0
No Response	51	
Academic Integrity & Conduct		
Strongly Agree	1,175	63.7
Agree	562	30.4
Disagree	71	3.8
Strongly Disagree	38	2.1
Total	1,846	100.0
No Response	51	
Life-long Learning		
Strongly Agree	1,159	62.8
Agree	572	31.0
Disagree	75	4.1
Strongly Disagree	39	2.1
Total	1,845	100.00
No Response	52	
Respecting Differences		
Strongly Agree	1,201	65.2
Agree	545	29.6
Disagree	62	3.4
Strongly Disagree	35	1.9
Total	1,843	100.0
No Response	54	

	<i>N</i>	<i>%</i>
Managing Demands		
Strongly Agree	828	44.9
Agree	603	32.7
Disagree	238	12.9
Strongly Disagree	177	9.6
Total	1,846	100.00
No Response	51	
Competence in Major		
Strongly Agree	1,105	60.0
Agree	651	35.3
Disagree	59	3.2
Strongly Disagree	28	1.5
Total	1,843	100.0
No Response	54	
Apply Theoretical Knowledge to Practical Situations		
Strongly Agree	1,115	60.5
Agree	666	36.2
Disagree	43	2.3
Strongly Disagree	18	1.0
Total	1,842	100.0
No Response	55	
Intellectually Challenging Major		
Strongly Agree	1,130	61.2
Agree	595	32.2
Disagree	91	4.9
Strongly Disagree	29	1.6
Total	1,845	100.0
No Response	52	

Appendix C. Frequency Distribution for Decision to Attend FAMU Survey Items

	N	%
Intercollegiate Athletics		
Very Important	587	37.6
Somewhat Important	362	23.2
Not So Important	277	17.7
Not Important	336	21.5
Total	1,562	100.0
No Opinion	276	
No Response	59	
On-Campus Social Events		
Very Important	708	43.3
Somewhat Important	530	32.4
Not So Important	210	12.8
Not Important	188	11.5
Total	1,636	100.0
No Opinion	197	
No Response	64	
Student Clubs and Organizations		
Very Important	797	48.5
Somewhat Important	531	32.3
Not So Important	171	10.4
Not Important	144	8.8
Total	1,643	100.0
No Opinion	191	
No Response	63	
Reputation of the Degree Program		
Very Important	1181	68.2
Somewhat Important	444	25.6
Not So Important	59	3.4
Not Important	47	2.7
Total	1,731	100.0
No Opinion	104	
No Response	62	
Reputation of FAMU		
Very Important	1,250	71.4
Somewhat Important	389	22.2
Not So Important	55	3.1
Not Important	56	3.2
Total	1,750	100.0
No Opinion	90	
No Response	57	
Family Legacy		
Very Important	722	47.2
Somewhat Important	318	20.8
Not So Important	204	13.3
Not Important	287	18.7
Total	1,531	100.0
No Opinion	301	
No Response	65	

	<i>N</i>	<i>%</i>
Supportive Campus Environment		
Very Important	1,074	63.9
Somewhat Important	439	26.1
Not So Important	85	5.1
Not Important	83	4.9
Total	1,681	100.0
No Opinion	152	
No Response	64	
Would You Recommend FAMU		
No	308	16.7
Yes	1,537	83.3
Total	1,845	100.0
No Response	52	

Appendix D. Frequency Distribution for Post-Graduate Plans Survey Items

	N	%
Confidence in Ability to Find a Job Related to Degree		
I Have Already Accepted a Job Offer	438	23.8
Very Confident	651	35.4
Confident	370	20.1
Somewhat Confident	296	16.1
Not Confident at All	86	4.7
Total	1,841	100.0
No Response	56	
Salary		
\$20,000-\$49,999	108	28.0
\$50,000-\$99,999	250	64.8
\$100,000 and above	28	7.2
Total	386	100.0
No Response	1,511	
Job Related to Degree		
No	45	10.4
Yes	389	89.6
Total	434	100.0
No Response	1,463	
Pursuing Further Studies		
No	638	34.4
Yes	1,216	65.6
Total	1,854	100.0
No Response	43	
Taken the GRE		
No	1,114	92.4
Yes	91	7.6
Total	1,205	100.0
No Response	692	
Verbal Reasoning Score		
130-139	20	32.3
140-149	29	46.8
150-159	11	17.7
160-169	2	3.2
Total	62	100.0
No Response	1,835	
Quantitative Reasoning Score		
130-139	20	32.8
140-149	31	50.8
150-159	9	14.8
160-169	1	1.6
Total	61	100.0
No Response	1,836	
Analytical Writing Score		
0.0-2.0	11	25.6
2.1-3.0	9	20.9
3.1-4.0	15	34.9
4.1-5.0	8	18.6
5.1-6.0	0	0.0
Total	43	100.0
No Response	1,854	