

# GRADUATE EXIT SURVEY REPORT CLASS OF 2014



## **ACKNOWLEDGEMENTS**

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The Office of Quality Assurance and Institutional Effectiveness (QA&IE) acknowledges all the respondents who participated in the survey. We also wish to thank the Office of the Registrar for providing the population information and for supporting the administration of the survey.

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## **SURVEY HIGHLIGHTS**

- Nine in ten graduates are willing to recommend UTT to their friends and family seeking to pursue higher education opportunities.
- If given the opportunity to choose again, nearly all of the graduates said they would still choose UTT.
- Eight in ten graduates believed that the ‘UTT experience’ is better than other similar tertiary level institutions in Trinidad and Tobago.
- Three in four graduates are satisfied that they are better prepared to succeed in the job market.
- Teaching quality remains one of UTT’s strengths with over 70% of graduates satisfied with most areas related to teaching and instruction.
- Six in ten graduates were employed within 3 months of graduation and 3% of graduates have decided to start their own businesses.
- Over 60% of graduates have already started another UTT programme or plan to do so in the future.
- Most graduates believed that learning outcomes related to job preparation were achieved. However, opinions about the achievement of entrepreneurial outcomes and those related to social awareness were less favourable.
- Graduates were generally satisfied with most student support services. However, they appear disappointed with the management of student records, the quality of food and beverage services, the admissions process and student transportation services.

## INTRODUCTION

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### Background

The Graduate Exit Survey (GES) was developed by the Office of Quality Assurance and Institutional Effectiveness (QA&IE) to gather feedback from the most recent graduating class on their academic and campus experiences. The GES seeks to assess the quality of the University's services and provides valuable information which can be used to identify areas for improvement in service delivery. The survey explored four main areas including: **graduates' immediate plans for employment and further study, achievement of desired learning outcomes, the quality of University services and an assessment of the overall 'UTT experience.'** This report summarises the findings in these areas. Detailed information with respect to specific programmes can be accessed from the interactive online report on the UTT Institutional Data Profile (IDP) which is available on the intranet.

### Methodology

The GES was administered to members of the 2014 graduating class. In 2014, one thousand seven hundred and thirteen (1,713) students graduated from UTT. The survey instrument (refer to Appendix 1) was administered electronically during the period 20 November 2014 to 28 January 2015 to one thousand six hundred and sixty-six (1,666) graduates who provided accurate telephone and email contact information. Periodic electronic reminders to complete the survey were used to boost the response rate. A total of six hundred and sixty-two (662) graduates responded to the survey providing a participation rate of 39%. The respondent profile (refer to Appendix 2) is broadly representative of the 2014 graduating class. The survey has a margin of error of +/-4% at a 95% confidence level. The results discussed in this report are based on the responses of 662 graduates.

## WHAT ARE GRADUATES' IMMEDIATE PLANS FOR THE FUTURE?

### Employment

The survey findings suggest that most graduates were employed, with 29% starting a new job and a further 30% continuing the job they held prior to graduating as shown in Figure 1. Overall, 29% of graduates were still unemployed and looking for work three months after graduation. Only 3% planned to start their own business. Results are significantly different for those graduating with sub-baccalaureate qualifications. Fewer of these graduates are employed, and a third of those who are unemployed are not looking for work. Traditionally, these graduates have moved on to full-time further study at UTT or other institutions.

| Plans for employment (n=662) |                          |                                         |                       |                                 |                                     |
|------------------------------|--------------------------|-----------------------------------------|-----------------------|---------------------------------|-------------------------------------|
|                              | Continue my previous job | Got a job within 3 months of graduating | Start my own business | Unemployed and looking for work | Unemployed but NOT looking for work |
| Bachelor's and above         | 34%, 121                 | 33%, 118                                | 3%, 9                 | 29%, 106                        | 2%, 6                               |
| Sub-baccalaureate            | 26%, 79                  | 25%, 76                                 | 4%, 12                | 29%, 87                         | 16%, 48                             |
| All graduates                | 30%, 200                 | 29%, 194                                | 3%, 21                | 29%, 193                        | 8%, 54                              |

Figure 1: Employment plans

### Further study

Eighty-two percent (82%) of graduates planned to pursue further study shortly after graduation as shown in Figure 2. More than 60% of them had either already returned to UTT to start a new programme or planned to return shortly. Among those graduates who said they would not return to UTT, 53% said UTT did not offer a programme they wanted to pursue, 9% were not satisfied with the reputation and acceptability of UTT qualifications, 8% were dissatisfied with the overall UTT student experience, and 6% were dissatisfied with the quality of student support services.

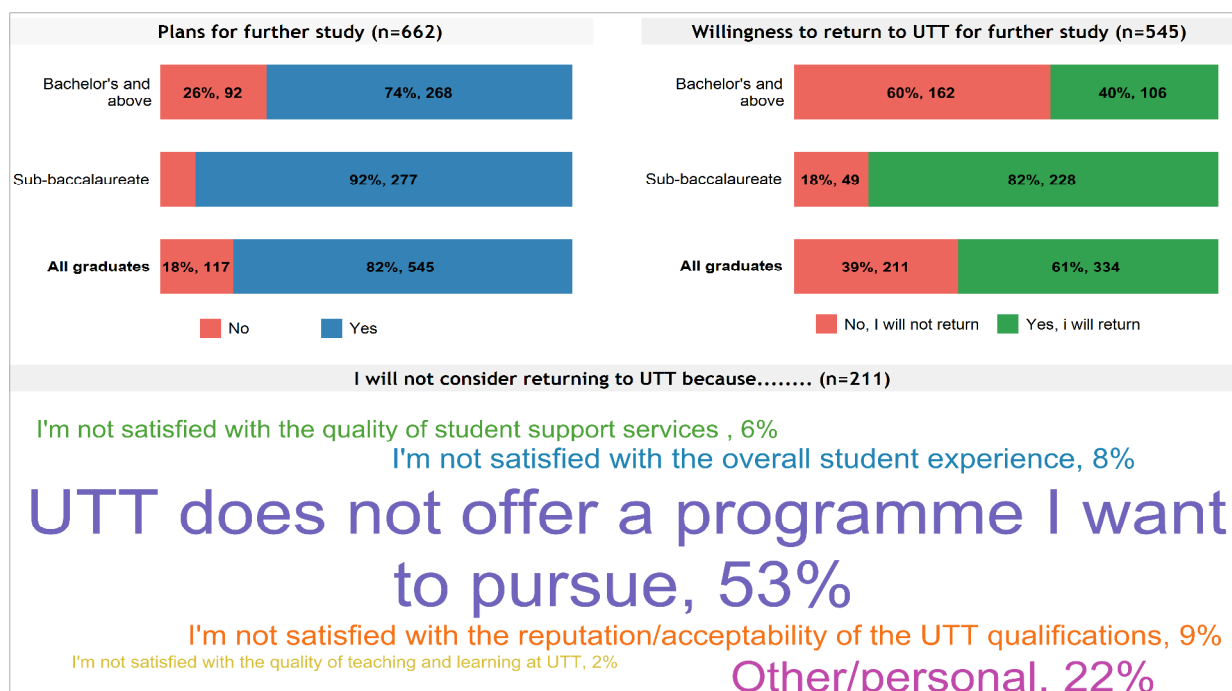


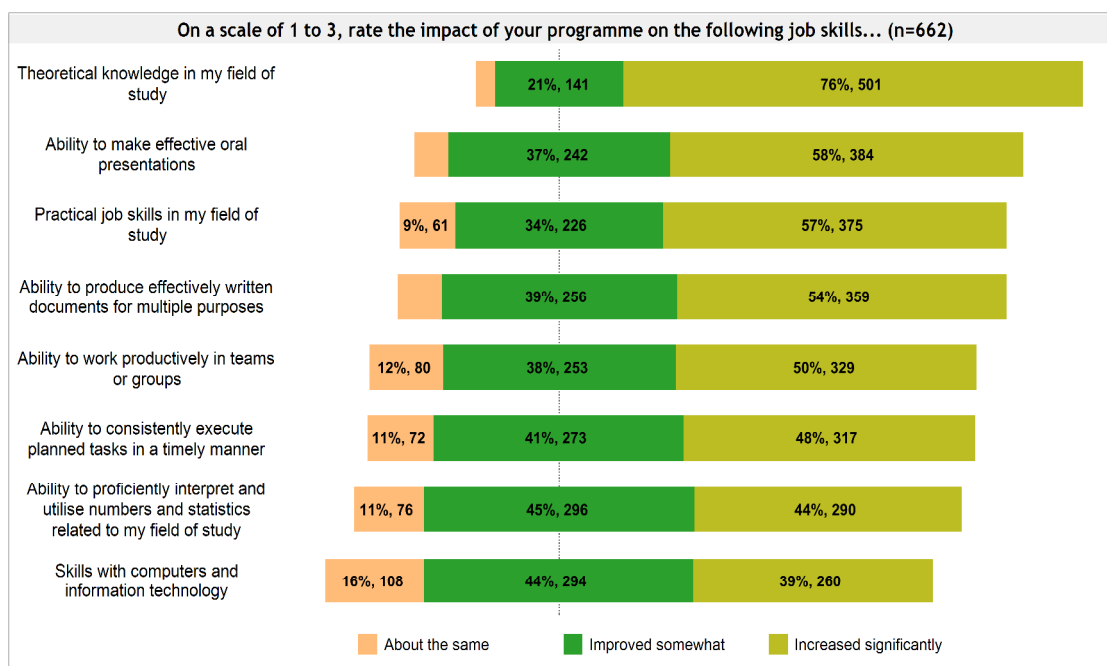
Figure 2: Further study plans

## ARE GRADUATES ACHIEVING DESIRED LEARNING OUTCOMES?

Graduates were asked to rate the impact of their programme on their knowledge, competencies and aptitude in several areas using a three-level descriptive scale - **about the same**, **improved somewhat**, and **increased significantly**. These areas focused on job competencies, entrepreneurship, critical thinking, citizenship and ethics.

### Job Skills

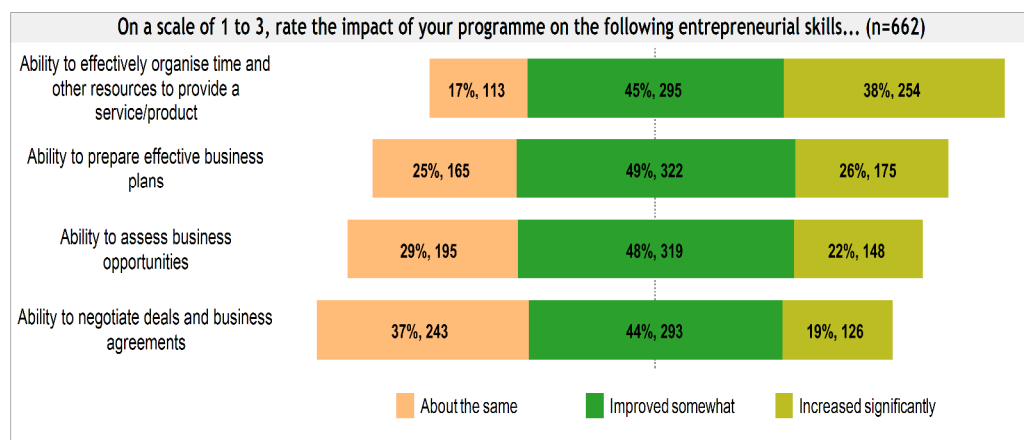
Seventy-six percent (76%) of graduates reported that their theoretical knowledge in their field significantly improved. More than half of all graduates believed that their practical jobs skills (57%), oral presentation skills (58%) and writing skills (54%) also significantly improved. However, fewer than 50% said that skills related to planning (48%), numeracy and statistics (44%), and information technology and computers (39%) significantly improved.



**Figure 3: Programme impact on job skills**

## Entrepreneurial Skills

Overall, the results suggest that students perceived their achievement of learning outcomes related to entrepreneurship to be lower than other skill areas assessed in the survey. Thirty-eight percent (38%) of graduates believed that their skills related to organisation or management significantly improved and 26% reported significant improvement in their ability to prepare effective business plans. Twenty-two percent (22%) reported that their ability to assess potential business opportunities significantly improved and only 19% believed that their ability to negotiate deals and business agreements significantly improved.



**Figure 4: Programme impact on entrepreneurial skills**

## Critical Thinking Skills

Fifty-nine percent (59%) of graduates reported that their problem solving and innovation skills significantly improved. Further, 58% believed that their ability to use critical feedback to enhance their work significantly improved, and 55% believed their ability to analyse and critique the work of others also significantly improved. Overall, about 6 in 10 graduates believed that the skills and competencies surveyed with respect to critical thinking, significantly improved during their period of study.

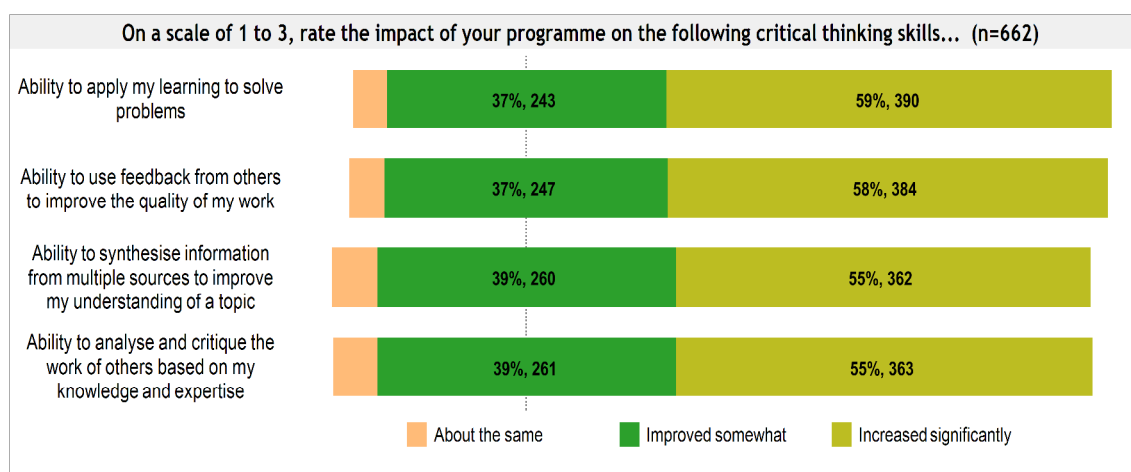


Figure 5: Programme impact on critical thinking skills

## Citizenship/Ethical Awareness

About half of all graduates reported that their commitment to use their learning to make a difference in their community (50%), understanding of moral values and ethical standards (49%) and commitment to make sound moral decisions and act ethically (49%) significantly improved during their programme of study. However, only 37% reported that their sensitivity to issues of the ethnic and cultural diversity in Trinidad and Tobago significantly improved and 32% believed that their knowledge of major national issues significantly improved.

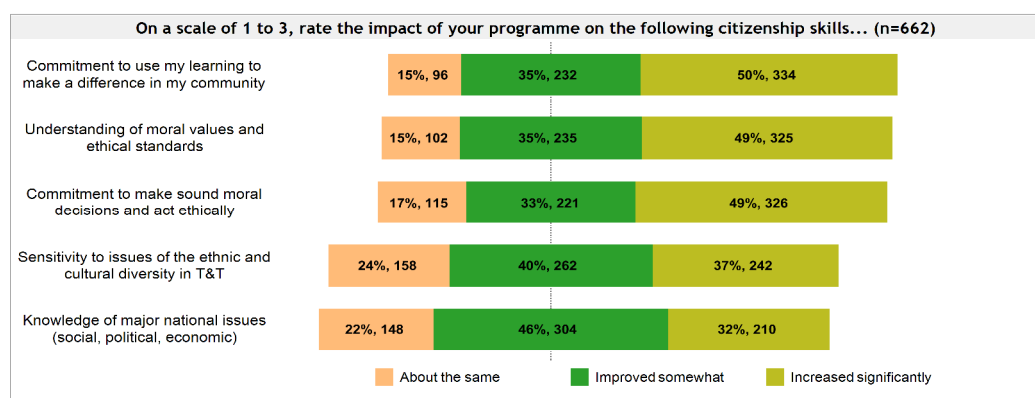


Figure 6: Programme impact on citizenship/ethical awareness

## HOW SATISFIED ARE GRADUATES WITH UTT'S INSTRUCTIONAL EFFECTIVENESS?

Graduates were asked to rate their satisfaction with UTT's instructional effectiveness using a three-level descriptive scale - **dissatisfied**, **neutral**, and **satisfied**. Nine of the ten items assessed in this area received a satisfaction rating over 70%. However, only 66% of graduates were satisfied that instructors took into consideration students' differences when they taught. Overall, the results suggest that satisfaction with respect to teaching and instruction was high among graduates.

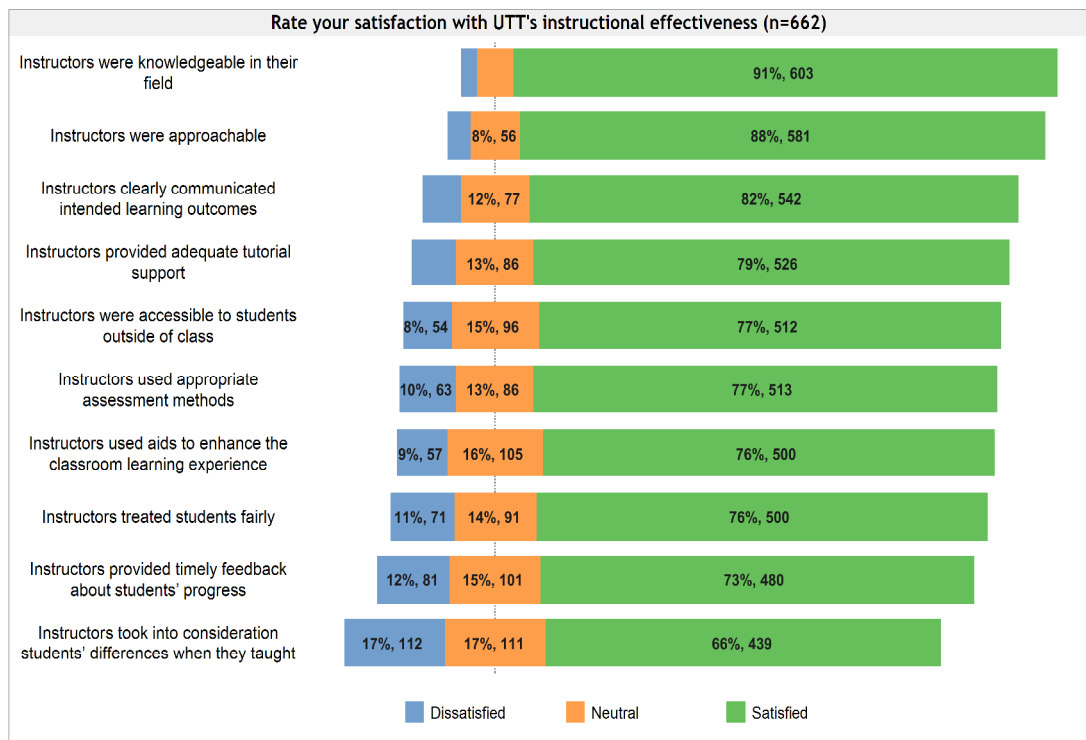


Figure 7: Satisfaction with instructional effectiveness

## HOW DO GRADUATES RATE THE QUALITY OF UTT'S SUPPORT SERVICES?

Graduates were asked to rate the quality of UTT's support services using a 3 level descriptive scale - **poor**, **mediocre**, and **good**. Where a graduate had not accessed the service during their programme, they were asked to indicate not applicable and were excluded from the analysis. The areas assessed in the survey included Academic Support, Support Services, and Campus Facilities.

### Academic Support

Library services, intellectual climate, and specialised laboratories were rated as good by 80%, 72% and 70% of graduates respectively. However, the performance monitoring and guidance, and remedial assistance provided to students were rated as good by only 58% and 52% of graduates respectively.

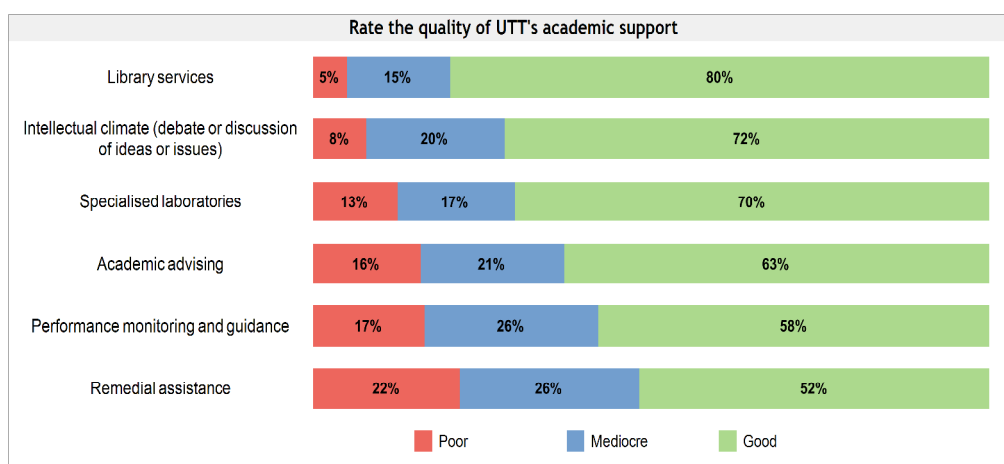
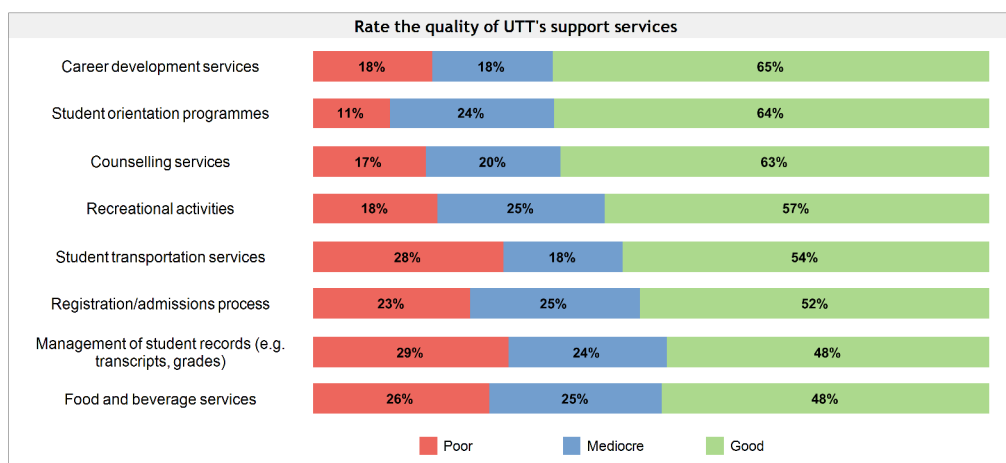


Figure 8: Quality of academic support

### Support Services

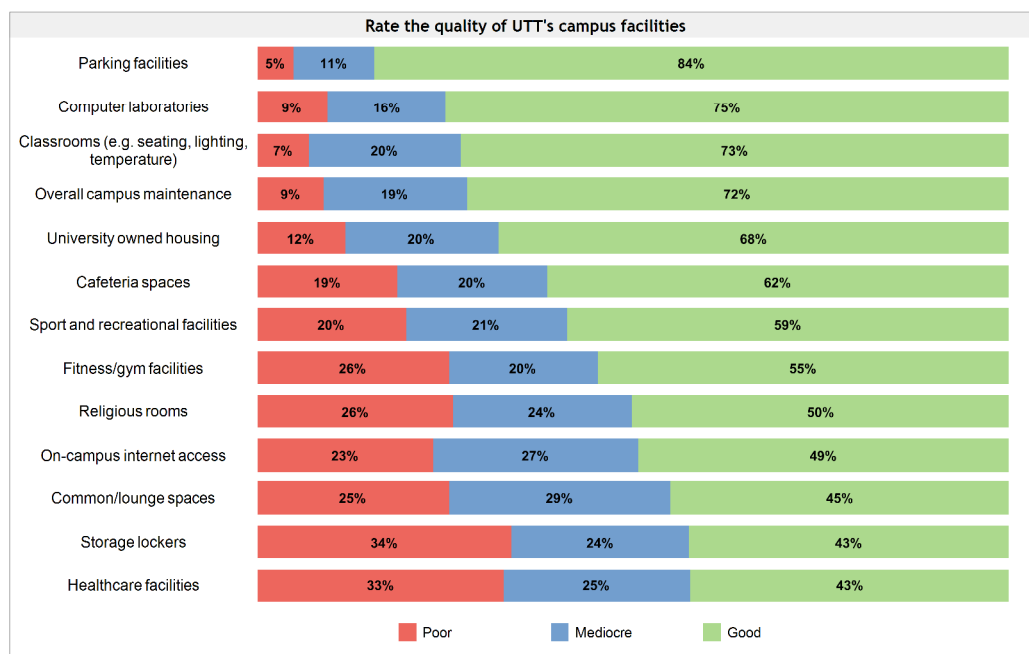
Career development services, student orientation programmes, and counselling services were rated as good by 65%, 64% and 63% of graduates respectively. However, less than half of the graduates surveyed rated food and beverage services and the management of student records as good with percentages of 48% each.



**Figure 9: Quality of support services**

## Campus Facilities

Parking facilities, computer laboratories, and classrooms were rated as good by 84%, 75% and 73% of graduates respectively. These received the most positive ratings among all items in this area as shown in Figure 10. However, fewer than half of all graduates rated on-campus internet access, lounge spaces, healthcare facilities, and storage lockers as good with percentages of 49%, 45%, 43% and 43% respectively.



**Figure 10: Quality of campus facilities**

## HOW SATISFIED ARE GRADUATES WITH THE ‘UTT EXPERIENCE’ ?

To measure graduates’ overall ‘UTT experience,’ a range of questions were posed related to student centredness, overall satisfaction, and willingness to endorse or recommend UTT.

### Student Centredness

More than 7 in 10 graduates rated administrative staff helpfulness, and faculty care and concern for students as good, with percentages of 73% and 72% respectively. Most items measured in this area were rated as good by the majority of graduates with the exception of the students’ complaints systems which only 41% of graduates rated as good.

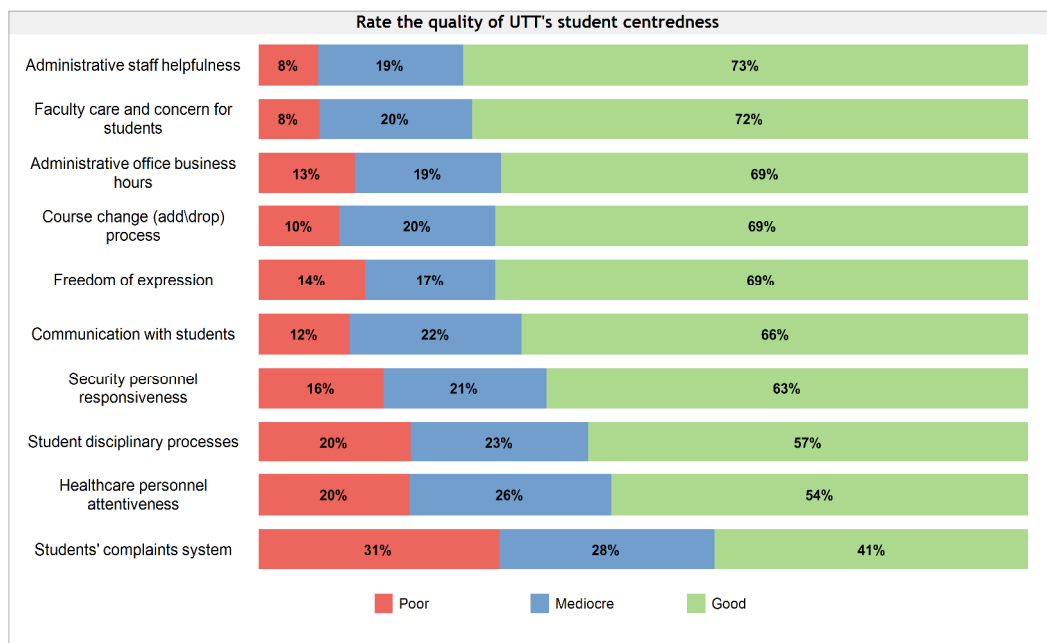


Figure 11: Student centredness rating

## Overall Satisfaction

Overall, 84% of graduates said they were satisfied that their programme better prepared them to be successful in advanced study, and 74% were satisfied that their programme better prepared them to be successful in the current job market. However, only 59% were satisfied that their programme better prepared them to be successful entrepreneurs.

Overwhelmingly, 93% of graduates were willing to recommend UTT to friends and family seeking to pursue higher education and 84% believed that the ‘UTT experience’ is better than other local tertiary institutions. If given the opportunity to choose again, 89% of graduates said they would still choose UTT.

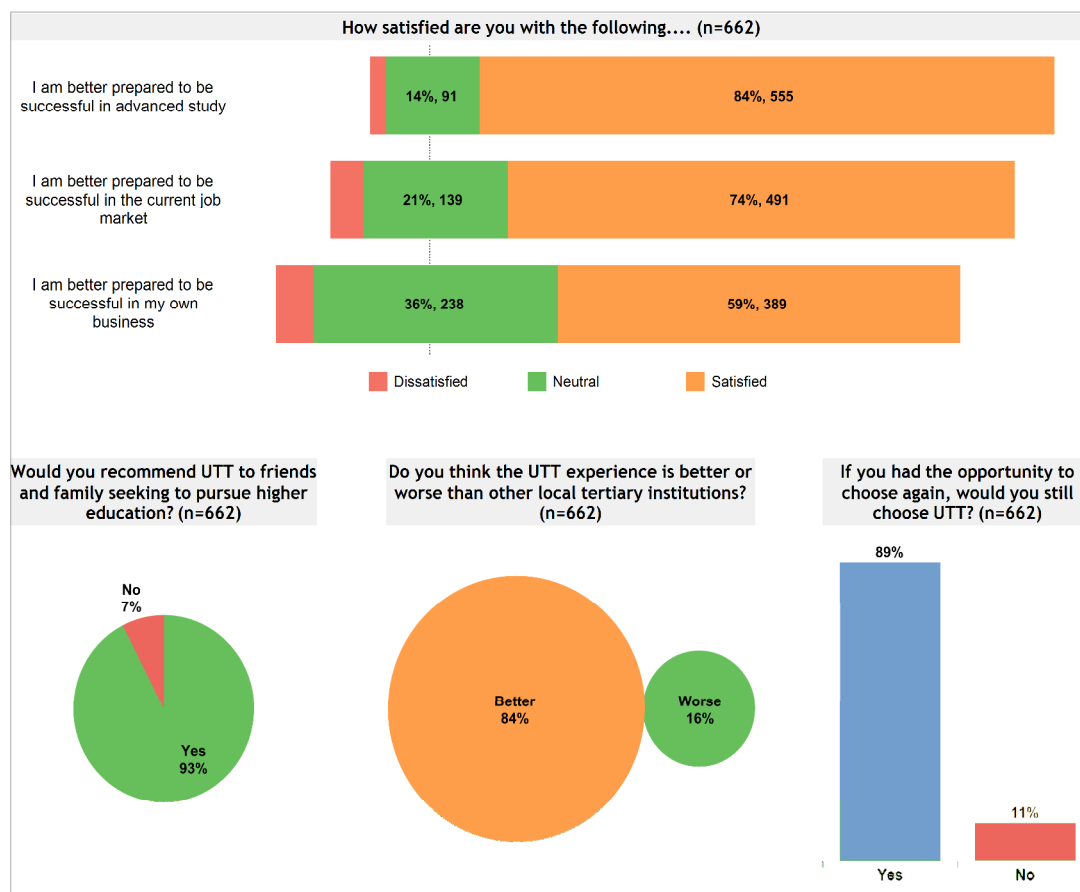


Figure 12: Satisfaction with the overall ‘UTT experience’

## SUMMARY AND CONCLUSION

The results of the Graduate Exit Survey - Class of 2014 provides useful feedback from our most recent graduates on their employment prospects, plans for further academic study and willingness to return to UTT. The survey also assessed graduates' achievement of desired learning outcomes, programme and service quality ratings and graduates' overall satisfaction with the 'UTT experience.' Figure 13 presents a summary of the main findings of the survey.



Figure 13: Summary of the main findings

This report explored the findings of the survey and provides valuable information which can be used in conjunction with other institutional research data to improve UTT's effectiveness in its operations. The results show opportunities for improvement in the achievement of desired learning outcomes related to entrepreneurship, job preparedness, and social awareness among UTT's graduates. Further, the findings point to areas for improvement similar to those outlined in previous reports related to alumni feedback.

## APPENDICES

### APPENDIX 1- GRADUATE EXIT SURVEY-CLASS OF 2014 INSTRUMENT

1. What is your gender?
  - a. Male
  - b. Female
2. What is your age? (text entry)
3. Which is your country of nationality?
  - a. Trinidad/Tobago
  - b. CARICOM Territory
  - c. Other
4. Which of the following was your home campus?
  - a. Chaguaramas Campus
  - b. Corinth Campus
  - c. ECIAF Campus
  - d. John S. Donaldson Campus
  - e. O'Meara Campus
  - f. Point Lisas Campus
  - g. San Fernando Campus
  - h. Tobago Campus
  - i. UTT Campus at the National Academy for the Performing Arts
  - j. Valsayn Campus
5. Which level of qualification did you attain upon graduation?
  - a. Certificate
  - b. Diploma
  - c. Bachelor's Degree
  - d. M.Eng. Degree
  - e. Master's Degree
  - f. Doctoral Degree
6. What is the title of the programme from which you have just graduated?

| Programme Level | Programme Title                                                     |
|-----------------|---------------------------------------------------------------------|
| Bachelor        | Bachelor in Sport Studies                                           |
|                 | Bachelor of Education                                               |
|                 | Bachelor of Fine Arts in Fashion Design                             |
|                 | Bachelor of Fine Arts in the Performing Arts                        |
|                 | Bachelor of Applied Science in Biomedical Engineering               |
|                 | Bachelor of Applied Science in Civil Engineering Systems            |
|                 | Bachelor of Applied Science in Computer Engineering                 |
|                 | Bachelor of Applied Science in Manufacturing and Design Engineering |
|                 | Bachelor of Applied Science in Petroleum Engineering                |
|                 | Bachelor of Applied Science in Process Engineering                  |

|             |                                                                              |
|-------------|------------------------------------------------------------------------------|
|             | Bachelor of Applied Science in Utilities Engineering                         |
|             | Bachelor of Science in Animal Science and Technology                         |
|             | Bachelor of Science in Crop Science and Technology                           |
|             | Bachelor of Science in Nautical Science                                      |
|             | Master of Engineering in Petroleum Engineering                               |
| Certificate | Certificate in Applied Engineering                                           |
|             | Certificate in Early Childhood Care and Education                            |
|             | Certificate in Indian Classical Music Sangeet Prathama                       |
|             | Certificate in Music Technology                                              |
|             | Certificate in Process Operations                                            |
|             | Certificate in Security and Public Safety                                    |
|             | Certificate in Sport Studies                                                 |
| Diploma     | Artist Diploma in Music Performance                                          |
|             | Diploma in Animal Health, Production and Veterinary Public Health            |
|             | Diploma in Agricultural Engineering                                          |
|             | Diploma in Agriculture                                                       |
|             | Diploma in Animation Studies                                                 |
|             | Diploma in Fashion Design                                                    |
|             | Diploma in Fashion Management                                                |
|             | Diploma in Forestry                                                          |
|             | Diploma in Maritime Operations                                               |
|             | Diploma in Security and Public Safety                                        |
|             | Diploma in Software Engineering                                              |
|             | Diploma in Visual Communications Design                                      |
|             | Diploma in Manufacturing Engineering Technology                              |
|             | National Engineering Technician Diploma in Chemical Engineering              |
|             | National Engineering Technician Diploma in Civil Engineering                 |
|             | National Engineering Technician Diploma in Communications Engineering        |
|             | National Engineering Technician Diploma in Computer Engineering              |
|             | National Engineering Technician Diploma in Electrical/Electronic Engineering |
|             | National Engineering Technician Diploma in Instrumentation Engineering       |
|             | National Engineering Technician Diploma in Mechanical Engineering            |
|             | National Engineering Technician Diploma in Petroleum Engineering             |
| Masters     | Master of Arts in Carnival Studies                                           |
|             | International Masters in Sport for Development                               |
|             | Masters in Health Administration                                             |

|          |                                                               |
|----------|---------------------------------------------------------------|
|          | Master of Science in Environmental Science and Management     |
|          | Master of Science in Information and Communication Technology |
|          | Master of Science in Operational Maritime Management          |
|          | Master of Science in Petroleum Engineering                    |
|          | Master of Philosophy (M. Phil.)                               |
| Doctoral | Doctor of Philosophy in Petroleum Engineering                 |

7. What was your enrolment status at UTT during your programme of study?

- a. Full-time
- b. Part-time

8. What are your plans for employment immediately after graduation?

- a. I will continue my previous job
- b. I will start a new job related to my programme
- c. I will start a new job **NOT** related to my programme
- d. I will be unemployed and looking for work
- e. I will be unemployed but **NOT** interested in working at this time
- f. I will start a business

9. Do you intend to pursue further academic study shortly after graduation?

- a. Yes, a programme in the **SAME** field
- b. Yes, a programme in a **DIFFERENT** field
- c. No (Move to Q13)

10. If yes - please indicate the qualification you intend to pursue.

- a. Certificate
- b. Diploma
- c. Bachelor's Degree
- d. M.Eng. Degree
- e. Postgraduate Certificate/Diploma
- f. Master's Degree
- g. Doctoral Degree
- h. Other (Please specify)\_\_\_\_\_

11. Are you returning to UTT for further study?

- a. Yes, I have already started a new UTT programme (Move to Q13)
- b. Yes, I will return some time in the future (Move to Q13)
- c. No, I will not return to UTT (Move to Q12)
- d. Not sure if I will return to UTT (Move to Q12)

12. If No/Unsure – Which will be your **MAIN** reason for not returning to UTT?

- a. UTT does not offer a programme I want to pursue
- b. I am not satisfied with the quality of teaching and learning at UTT generally
- c. I am not satisfied with the overall student experience at UTT
- d. I am not satisfied with the reputation/acceptability of the UTT qualifications
- e. I am not satisfied with the quality of student support services at UTT
- f. Other

13. Compared to when you began your programme at UTT, how do you believe your studies have impacted your skills and knowledge in the following areas:

|                                                                                                   | About the same | Improved somewhat | Increased significantly |
|---------------------------------------------------------------------------------------------------|----------------|-------------------|-------------------------|
| Skill/Attribute                                                                                   | 1              | 2                 | 3                       |
| <b>JOB SKILLS</b>                                                                                 |                |                   |                         |
| Skills with computers and information technology                                                  |                |                   |                         |
| Ability to work productively in teams or groups                                                   |                |                   |                         |
| Ability to make effective oral presentations                                                      |                |                   |                         |
| Ability to produce effectively written documents for multiple purposes                            |                |                   |                         |
| Ability to proficiently interpret and utilise numbers and statistics related to my field of study |                |                   |                         |
| Ability to consistently execute planned tasks in a timely manner                                  |                |                   |                         |
| Theoretical knowledge in my field of study                                                        |                |                   |                         |
| Practical job skills in my field of study                                                         |                |                   |                         |
| <b>ENTREPRENEURIAL SKILLS</b>                                                                     |                |                   |                         |
| Ability to prepare effective business plans                                                       |                |                   |                         |
| Understanding of capital markets and potential business opportunities                             |                |                   |                         |
| Ability to negotiate deals and business agreements                                                |                |                   |                         |
| Ability to effectively organise time and other resources to provide a service/product             |                |                   |                         |
| <b>CRITICAL THINKING</b>                                                                          |                |                   |                         |
| Ability to synthesise information from multiple sources to improve my understanding of a topic    |                |                   |                         |
| Ability to analyse and critique the work of others based on my knowledge and expertise            |                |                   |                         |
| Ability to apply my learning to solve problems or innovate                                        |                |                   |                         |
| Ability to use feedback from others to improve the quality of my work                             |                |                   |                         |
| <b>CITIZENSHIP/SERVICE</b>                                                                        |                |                   |                         |
| Knowledge of major national issues (social, political, economic)                                  |                |                   |                         |
| Sensitivity to issues of the ethnic and cultural diversity in Trinidad and Tobago                 |                |                   |                         |
| Commitment to use my learning to make a difference in my community                                |                |                   |                         |
| Understanding of moral values and ethical standards                                               |                |                   |                         |
| Commitment to make sound moral decisions and act ethically                                        |                |                   |                         |

14. Please rate your satisfaction in each area using a 7 level scale from *very dissatisfied* to *very satisfied*.

|                                                | Very dissatisfied | Dissatisfied | Somewhat dissatisfied | Neutral | Somewhat satisfied | Satisfied | Very satisfied |
|------------------------------------------------|-------------------|--------------|-----------------------|---------|--------------------|-----------|----------------|
|                                                | 1                 | 2            | 3                     | 4       | 5                  | 6         | 7              |
| <b>INSTRUCTIONAL EFFECTIVENESS<sup>1</sup></b> |                   |              |                       |         |                    |           |                |

<sup>1</sup> The category headings will not be displayed to participants in the survey and are used only to guide development of the questionnaire and subsequent analysis.

|                                                                            |  |  |  |  |  |  |  |
|----------------------------------------------------------------------------|--|--|--|--|--|--|--|
| Instructors were knowledgeable in their field                              |  |  |  |  |  |  |  |
| Instructors were approachable                                              |  |  |  |  |  |  |  |
| Instructors treated students fairly                                        |  |  |  |  |  |  |  |
| Instructors provided adequate tutorial support                             |  |  |  |  |  |  |  |
| Instructors provided timely feedback about students' progress              |  |  |  |  |  |  |  |
| Instructors were accessible to students outside of class                   |  |  |  |  |  |  |  |
| Instructors took into consideration students' differences when they taught |  |  |  |  |  |  |  |
| Instructors used aids to enhance the classroom learning experience         |  |  |  |  |  |  |  |
| Instructors used appropriate assessment methods                            |  |  |  |  |  |  |  |
| Instructors clearly communicated intended learning outcomes                |  |  |  |  |  |  |  |

15. Please rate the quality of the following services or facilities during your period of study at UTT. To provide a rating, use a 5 level scale from *extremely poor* to *excellent*. If you have never had reason to access the service, select “*don't know/not applicable*”

|                                                                                             | Extremely poor | Poor | Mediocre | Good | Excellent | Don't Know/ Not Applicable |
|---------------------------------------------------------------------------------------------|----------------|------|----------|------|-----------|----------------------------|
|                                                                                             | 1              | 2    | 3        | 4    | 5         | 6                          |
| <b>SUPPORT SERVICES</b>                                                                     |                |      |          |      |           |                            |
| Library services                                                                            |                |      |          |      |           |                            |
| Academic advising services ( <i>help with making choices about programmes and courses</i> ) |                |      |          |      |           |                            |
| Specialised laboratories ( <i>e.g. chemistry, petroleum, fluids, etc.</i> )                 |                |      |          |      |           |                            |
| Intellectual climate ( <i>debate or discussion of ideas or issues</i> )                     |                |      |          |      |           |                            |
| Performance monitoring and guidance ( <i>from university administration</i> )               |                |      |          |      |           |                            |
| Remedial assistance ( <i>special help in weak areas</i> )                                   |                |      |          |      |           |                            |
| Counselling services                                                                        |                |      |          |      |           |                            |
| Career development services ( <i>resume writing, interview skills, career advising</i> )    |                |      |          |      |           |                            |
| Student transportation services                                                             |                |      |          |      |           |                            |
| Student orientation programmes ( <i>help to transition to university</i> )                  |                |      |          |      |           |                            |
| Student recreational activities                                                             |                |      |          |      |           |                            |
| Registration/admissions process                                                             |                |      |          |      |           |                            |
| Management of student records ( <i>e.g. transcripts, grades, etc.</i> )                     |                |      |          |      |           |                            |
| Food and beverage services                                                                  |                |      |          |      |           |                            |
| <b>CAMPUS FACILITIES</b>                                                                    |                |      |          |      |           |                            |
| Parking facilities                                                                          |                |      |          |      |           |                            |

|                                                                                            | Extremely poor | Poor | Mediocre | Good | Excellent | Don't Know/ Not Applicable |
|--------------------------------------------------------------------------------------------|----------------|------|----------|------|-----------|----------------------------|
|                                                                                            | 1              | 2    | 3        | 4    | 5         | 6                          |
| Sport and recreational facilities                                                          |                |      |          |      |           |                            |
| Gym or fitness centre on campus                                                            |                |      |          |      |           |                            |
| Rooms for religious observances                                                            |                |      |          |      |           |                            |
| Cafeteria spaces                                                                           |                |      |          |      |           |                            |
| Healthcare facilities ( <i>e.g. beds, equipment, etc.</i> )                                |                |      |          |      |           |                            |
| Storage lockers                                                                            |                |      |          |      |           |                            |
| Common/lounge spaces                                                                       |                |      |          |      |           |                            |
| Classrooms ( <i>e.g. seating, lighting, temperature</i> )                                  |                |      |          |      |           |                            |
| Computer laboratories                                                                      |                |      |          |      |           |                            |
| On-campus internet access ( <i>e.g. speed, dependability, etc.</i> )                       |                |      |          |      |           |                            |
| Overall campus maintenance ( <i>e.g. grounds, bathrooms, walls, lighting, etc.</i> )       |                |      |          |      |           |                            |
| University owned housing ( <i>e.g. comfort, safety, maintenance</i> )                      |                |      |          |      |           |                            |
| <b>STUDENT CENTREDNESS</b>                                                                 |                |      |          |      |           |                            |
| Administrative staff helpfulness ( <i>e.g. courteous, accommodating</i> )                  |                |      |          |      |           |                            |
| Administrative office business hours ( <i>e.g. convenient to students' schedules</i> )     |                |      |          |      |           |                            |
| Course change (add\drop) process ( <i>e.g. flexible, hassle free</i> )                     |                |      |          |      |           |                            |
| Healthcare personnel attentiveness                                                         |                |      |          |      |           |                            |
| Security personnel responsiveness ( <i>to safety concerns/situations</i> )                 |                |      |          |      |           |                            |
| Faculty members care and concern for students                                              |                |      |          |      |           |                            |
| Students' freedom of expression ( <i>speak freely without victimisation/intimidation</i> ) |                |      |          |      |           |                            |
| Students' complaints systems                                                               |                |      |          |      |           |                            |
| Student disciplinary processes                                                             |                |      |          |      |           |                            |
| Communication with students                                                                |                |      |          |      |           |                            |

16. Following your UTT programme, how satisfied are you of the following:

|                                                                                                         | Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |
|---------------------------------------------------------------------------------------------------------|-------------------|--------------|---------|-----------|----------------|
|                                                                                                         | 1                 | 2            | 3       | 4         | 5              |
| You are better prepared to be successful in the <b>current job market</b>                               |                   |              |         |           |                |
| You are better prepared to be successful in your <b>own business</b>                                    |                   |              |         |           |                |
| You are better prepared to be successful at <b>advanced/further study</b> in a similar or related field |                   |              |         |           |                |

17. If you had the opportunity to choose again, would you still choose to register for a programme at UTT?

- a. Yes
- b. No

18. Would you recommend UTT to friends and family seeking to pursue higher education opportunities?

- a. Yes
- b. No

19. From your discussions with friends and relatives, do you think the experience at UTT is **BETTER** or **WORSE** than other tertiary institutions in the country?

- a. Better
- b. Worse

## APPENDIX 2- SAMPLE AND POPULATION CHARACTERISTICS

|                                                | POPULATION   |             | SAMPLE     |             |
|------------------------------------------------|--------------|-------------|------------|-------------|
|                                                | Frequency    | Percentage  | Frequency  | Percentage  |
| <b>PROGRAMME LEVEL</b>                         |              |             | N          |             |
| Certificate                                    | 283          | 17%         | 89         | 13%         |
| Diploma                                        | 556          | 33%         | 213        | 32%         |
| Undergraduate Degree                           | 804          | 47%         | 319        | 48%         |
| Postgraduate Degree                            | 70           | 4%          | 41         | 6%          |
| <b>All graduates</b>                           | <b>1,713</b> | <b>100%</b> | <b>662</b> | <b>100%</b> |
|                                                |              |             |            |             |
| <b>ACADEMIC FIELDS</b>                         |              |             |            |             |
| Arts, Letters and Public Affairs               | 7            | 0%          | 5          | 1%          |
| Biosciences, Agriculture and Food Technologies | 49           | 3%          | 14         | 2%          |
| Civil Engineering                              | 91           | 5%          | 48         | 7%          |
| Crime, Justice and Public Safety               | 32           | 2%          | 10         | 2%          |
| Design and Manufacturing Engineering           | 8            | 0%          | 6          | 1%          |
| Education Programmes                           | 568          | 33%         | 213        | 32%         |
| Fashion and Design                             | 32           | 2%          | 15         | 2%          |
| Foundation Programmes                          | 92           | 5%          | 35         | 5%          |
| Health Sciences and Biomedical Engineering     | 14           | 1%          | 10         | 2%          |
| Information and Communication Technology       | 98           | 6%          | 38         | 6%          |
| Marine Sciences and Environmental Studies      | 26           | 2%          | 12         | 2%          |
| Maritime Studies                               | 34           | 2%          | 17         | 3%          |
| Mechanical Engineering                         | 121          | 7%          | 43         | 6%          |
| Performing Arts                                | 85           | 5%          | 34         | 5%          |
| Petroleum Engineering                          | 46           | 3%          | 21         | 3%          |
| Process Engineering                            | 168          | 10%         | 49         | 7%          |
| Research Programmes                            | 3            | 0%          | 2          | 0%          |
| Sports and Leisure Studies                     | 54           | 3%          | 18         | 3%          |
| Utilities Engineering                          | 185          | 11%         | 72         | 11%         |
| <b>All graduates</b>                           | <b>1,713</b> | <b>100%</b> | <b>662</b> | <b>100%</b> |
|                                                |              |             |            |             |
| <b>ENROLMENT STATUS</b>                        |              |             |            |             |
| Full-time                                      | 1188         | 69%         | 462        | 70%         |
| Part-time                                      | 525          | 31%         | 200        | 30%         |
| <b>All graduates</b>                           | <b>1,713</b> | <b>100%</b> | <b>662</b> | <b>100%</b> |
|                                                |              |             |            |             |
| <b>GENDER</b>                                  |              |             |            |             |
| Female                                         | 840          | 49%         | 340        | 51%         |
| Male                                           | 873          | 51%         | 322        | 49%         |

|                          |              |             |            |             |
|--------------------------|--------------|-------------|------------|-------------|
| <b>All graduates</b>     | <b>1,713</b> | <b>100%</b> | <b>662</b> | <b>100%</b> |
|                          |              |             |            |             |
| <b>CAMPUS</b>            |              |             |            |             |
| Chaguaramas Campus       | 34           | 2%          | 17         | 3%          |
| Corinth Campus           | 356          | 21%         | 135        | 20%         |
| ECIAF Campus             | 49           | 3%          | 14         | 2%          |
| John S. Donaldson Campus | 239          | 14%         | 101        | 15%         |
| O'Meara Campus           | 68           | 4%          | 37         | 6%          |
| Point Lisas Campus       | 266          | 16%         | 84         | 13%         |
| San Fernando Campus      | 337          | 20%         | 133        | 20%         |
| UTT Campus at NAPA       | 80           | 5%          | 39         | 6%          |
| Valsayn Campus           | 284          | 17%         | 102        | 15%         |
| <b>All graduates</b>     | <b>1,713</b> | <b>100%</b> | <b>662</b> | <b>100%</b> |
|                          |              |             |            |             |
| <b>Age group</b>         |              |             |            |             |
| 15-24                    | 817          | 48%         | 312        | 47%         |
| 25-34                    | 661          | 39%         | 253        | 38%         |
| 35-44                    | 149          | 9%          | 58         | 9%          |
| >45                      | 86           | 5%          | 38         | 6%          |
| <b>All graduates</b>     | <b>1,713</b> | <b>100%</b> | <b>661</b> | <b>100%</b> |

**-END OF REPORT-**