

**Office of
Planning and Institutional Effectiveness**



**Research Report 2002-06
Student Satisfaction Survey
Spring 2002**

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Office of Planning & Institutional Effectiveness

The *Student Satisfaction Survey* is one survey in the series of Continuous Quality Improvement Surveys instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the second survey report from the Student Satisfaction Survey, and the tenth Continuous Quality Improvement Survey report. The information in these Continuous Quality Improvement Survey Reports is distributed to members of the University community and will be used by the appropriate departments to enhance continuous quality improvement efforts.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and other Continuous Quality Improvement Survey Reports, visit our website at www.fiu.edu/~opie/cqis/index.htm, or contact Clarice D. Evans at evansc@fiu.edu or the Vice Provost for Planning and Institutional Effectiveness at 305-348-2731, (FAX) 305-348-1908. You may also visit the Office of Planning and Institutional Effectiveness at University Park, PC 543.

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EXECUTIVE SUMMARY OF THE SPRING 2002 *STUDENT SATISFACTION SURVEY*

This report summarizes the main findings from the Spring 2002 Florida International University *Student Satisfaction Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This was the second student satisfaction survey to be systematically distributed to a large number of students as part of the Continuous Quality Improvement process. The survey design assured respondents of anonymity in an attempt to facilitate candor.

The *Student Satisfaction Survey* was placed online and data was collected between February 1, 2002 and April 26, 2002. The survey was announced to the students through several venues. A link to the *Student Satisfaction Survey* was placed on the student government website, the Continuous Quality Improvement Survey website, the Biscayne Bay Campus website, the FIU student website, and intermittently on the FIU homepage. In addition, a short message announcing the *Student Satisfaction Survey* ran on the scrolling marquee board in the Graham Center (student union) and on the message boards at the two main entrances to the University for several weeks. The Deans, Associate Deans, Assistant Deans, Chairpersons and Program Directors were sent information regarding the survey collection dates.

Fifteen hundred and seventeen students responded to the survey. Seventy-five surveys had to be removed from the sample due to a significant amount of missing information or evidence that the survey was a duplicate. It was difficult to calculate the response rate to the survey, because it is unclear how many students were actually aware of the data collection. However, over five percent of the degree-seeking student population responded to the survey.

Responses may not add up to 100% because some respondents chose not to answer every question.

Respondents reported the highest levels of agreement to the following items.

- **In general, my instructor's grading policies are clear to me:** 84% of respondents agreed with this item, 8% of respondents disagreed, 7% of respondents were not sure
- **In general, I feel that attending classes is an important contributor to my learning experience:** 82% of respondents agreed with this item, 9% of respondents disagreed, 7% of respondents were not sure
- **My professors use relevant course materials (textbooks, handouts, videos, etc.):** 80% of respondents agreed with this item, 12% of respondents disagreed, 7% of respondents were not sure
- **I am satisfied that my instructors have sufficient background knowledge for their assigned classes:** 79% of respondents agreed with this item, 9% of respondents disagreed, 9% of respondents were not sure
- **I am satisfied that I have the opportunity to freely express my opinions in class:** 77% of respondents agreed with this item, 10% of respondents disagreed, 11% of respondents were not sure

Respondents reported the highest levels of disagreement to the following items.

- **Classes that I want to take are offered on a consistent basis:** 33% of respondents agreed with this item, 55% of respondents disagreed, 10% of respondents were not sure

- **I am satisfied that the pricing of food at FIU is economical for students:** 30% of respondents agreed with this item, 52% of respondents disagreed, 16% of respondents were not sure
- **I feel that I am kept informed of student government's actions/accomplishments:** 24% of respondents agreed with this item, 51% of respondents disagreed, 22% of respondents were not sure
- **I am satisfied that the FIU administration efficiently informs students of policy changes:** 30% of respondents agreed with this item, 44% of respondents disagreed, 23% of respondents were not sure
- **I am satisfied that there is a diverse selection of food available in the cafeteria:** 44% of respondents agreed with this item, 40% of respondents disagreed, 13% of respondents were not sure

The *Student Satisfaction Survey* was made up of seven subscales: Academic Issues (17 items, average level of agreement 64%); Campus Environment (4 items, average level of agreement 49%); Campus Life (7 items, average level of agreement 46%); Communication (five items, average level of agreement 38%); Services (9 items, average level of agreement 54%); Safety (7 items, average level of agreement 54%); and Emergency Procedures (5 items, average level of agreement 54%). Respondents reported the highest levels of agreement toward survey items on the Academic Issues subscale. Respondents reported the lowest levels of agreement toward the survey items on the Communication subscale.

Included in the survey was a list of experiences that students might have during the academic year at FIU. Some of these experiences were positive and some were negative. Respondents were asked to report on which of the experiences they had during the previous 12 months at FIU. The top three experiences reported by all respondents were: "Developed a social relationship with a classmate (72%)", "Had the opportunity for extra credit in one of my classes" (57%), and "Had a positive experience with group projects" (47%).

As expected, there were many significant differences between groups of students. Reported differences between gender groups focused mainly on safety issues. Reported differences among racial/ethnic groups focused mainly on campus environment and campus life issues. Reported differences among age groups and class levels (freshman, sophomore, junior, senior, and graduate students) focused on academic and space issues. Reported differences among colleges/schools focused on academic issues. Reported differences between campus groups (Biscayne Bay versus University Park) focused on a variety of concerns from academic and space issues to food and customer service problems, with Biscayne Bay students, in general, reporting more positive attitudes toward FIU.

Overall, students responded very positively to the items in this new survey instrument, most notably toward the items in the Academic Issues subscale. This survey can be utilized as a very important tool in determining the areas that are satisfactory to students and those that need improvement. Respondents reported relatively high levels of agreement toward the survey items that included classroom and academic quality issues. Communication is clearly an area with which students are dissatisfied. Since this is the first time this particular survey instrument has been utilized, the responses to the 2002 *Student Satisfaction Survey* will serve as a baseline.

I. SUMMARY OF THE SPRING 2002 *STUDENT SATISFACTION SURVEY*

A. INTRODUCTION

It is vitally important that student feedback is elicited by an institution of higher learning on a comprehensive range of topics involving the university community. One such avenue of feedback is to request that current students provide feedback regarding their thoughts and attitudes about their experiences at FIU. Therefore, a Continuous Quality Improvement annual satisfaction survey has been implemented to provide students an opportunity to have a voice in shaping the future of FIU. This is the second annual report on student satisfaction.

This report summarizes the main findings from the Florida International University 2002 *Student Satisfaction Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was designed to measure student satisfaction with Florida International University. The survey design assured respondents of anonymity in an attempt to facilitate candor.

B. METHODOLOGY

Survey Design. The first systematic distribution of the *Student Satisfaction Survey* occurred in the Spring Semester of 2001. Although the survey provided valuable information, it was extremely long. Many respondents did not fill out the entire survey or demonstrated a response set to survey items. A response set generally occurs due to excessive survey length and is demonstrated by a respondent reporting identical responses on a number of consecutive survey items. Missing data and response sets threaten the accuracy and internal validity of the data; therefore, a number of the surveys had to be discarded and their data were not included in the results. In addition, a factor analysis and other data analysis of the survey items indicated that many FIU students believed that many items were not applicable to them.

After considerable discussion, it was decided that the most effective avenue to collect student satisfaction data was to design an instrument that would directly address the needs of FIU students. After several months of work (August – early November, 2001), the Survey Coordinator narrowed the survey down to 51 items. This initial survey was pretested with several student groups and feedback was elicited from them regarding the items. As a result of this feedback, several items were clarified.

The Survey Coordinator and the Vice Provost of Planning and Institutional Effectiveness were asked to meet with the Minority and Female Students subcommittee of the University's Access and Equity Committee in mid-November 2001. At this meeting, it was requested that several additional items be added to the *Student Satisfaction Survey* that would ask respondents to report upon their knowledge of the treatment of protected classes of students (age, disability, gender, national origin, race/ethnicity, religion and sexual orientation). The Survey Coordinator worked closely with this subcommittee, particularly the Director of the Office of Equal Opportunity Programs, Dr. Bennie Osborne, and added four additional items to the *Student Satisfaction Survey*.

Internal consistency refers to the degree to which survey item scores correlate with each other. The higher the degree of correlation, the more likely it is that the items are measuring true scores. When a new survey is developed or revised extensively, it is important to test the internal consistency of the instrument to ensure that it reaches a minimum acceptable level (i.e.

the survey instrument is valid). The index of internal consistency that is most frequently utilized is *Cronbach's coefficient alpha*. For survey research the minimum acceptable level of internal consistency or reliability (*Cronbach's coefficient alpha*) is .70 out of a maximum 1.0 for a particular survey instrument. A subscale of survey items (Academic Issues) was submitted to a reliability analysis and it was determined that the *Cronbach's coefficient alpha* was at an acceptable level. Therefore, the final version of the survey was distributed in the Spring 2002 semester. After data collection, the final version of the *Student Satisfaction Survey* was subjected to internal consistency testing and the instrument's internal consistency was measured at .93, well above the minimum acceptable level. This measure is an indication of high internal consistency in the scores obtained by this particular survey instrument; therefore, it was determined that this survey instrument is reliable.

Sampling Design and Response Rates. The Student Satisfaction Survey was placed online using Survey Pro 2.0 survey software. Data collection began on February 1, 2002 and ended on April 26, 2002. The survey was announced to the students through several venues. A link to the *Student Satisfaction Survey* were placed on the student government website, the Continuous Quality Improvement Survey website, the Biscayne Bay Campus website, the FIU student website, and intermittently on the FIU homepage. In addition, a short message announcing the *Student Satisfaction Survey* ran on the scrolling marquee board in the Graham Center (student union) and on the message boards at the two main entrances to the University for several weeks. The Deans, Associate Deans, Assistant Deans, Chairpersons and Program Directors were all sent information regarding the survey collection dates and were asked to share the information with all of their faculty members so that the faculty members could announce the survey in their classes. The Schools of Hospitality Management and Journalism & Mass Communications sent an email to all of their students, which included a link to the survey. Lastly, all students who had filed intent to graduate forms for the Spring 2002 semester were emailed a special notice, which included a link to the survey.

Fifteen hundred and seventeen students responded to the survey. Seventy-five surveys were discarded, due to a significant amount of missing information or evidence that the survey was a duplicate. It was difficult to calculate the response rate to the survey, because it is unclear how many students were actually aware of the data collection. However, over five percent of the degree-seeking student population responded to the survey. Table 1 depicts the Headcount Enrollment and Returned Surveys by College/School. Table 2 depicts Headcount Enrollment and Returned Surveys by Gender and Race/Ethnicity. Table 3 depicts Headcount Enrollment and Returned Surveys by Class Level. Appendix A (p. 40) provides the Spring 2002 *Student Satisfaction Survey*, with tabulated responses for each survey item. Appendix B (p. 51) provides all of the written comments from the survey respondents. Appendix C (p. 93) provides written responses to the questions regarding the treatment of the protected classes (age, disability, gender, national origin, race/ethnicity, religion, sexual orientation) at FIU.

Headcount Enrollment data taken from Final Frozen Files, Fall Semester 2001

Table 1

Headcount Enrollment and Returned Surveys by College/School

	Headcount Enrollment		Returned Surveys		Return Rate
<u>College/School:</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>%</u>
Architecture	405	1.2	16	1.1	4
Arts & Sciences	5,051	15.5	362	25.1	7
Business Administration	4,371	13.4	212	14.7	5
Education	1,632	5.0	149	10.3	9
Engineering	1,532	4.7	139	9.7	9
Health & Urban Affairs	2,569	7.8	124	8.6	5
Hospitality Management	787	2.4	144	10.0	18
Journalism & Mass Communication	741	2.3	87	6.0	12
Advising/Affiliated/University					
College/Non-degree seeking	15,598	47.7	--	--	
Missing	-----	-----	<u>209</u>	<u>14.5</u>	
Totals	32,686	100.0	1442	100.0	

Table 2

Headcount Enrollment and Returned Surveys by Gender and Race/Ethnicity*

	Returned Surveys Male		Returned Surveys Female		Headcount Enrollment Male		Headcount Enrollment Female	
<u>Race/Ethnicity:</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
American Indian	2	.2	1	.1	28	.1	32	.1
Asian	48	3.5	25	1.8	555	1.7	627	1.9
Black/African American	46	3.3	115	8.3	1,669	5.1	2,808	8.6
Hispanic	244	17.6	379	27.4	7,400	22.7	9,664	29.6
White	105	7.6	169	12.2	3,050	9.3	3,853	11.8
Other/Non-Resident Aliens	21	1.5	59	4.3	1,551	4.7	1,448	4.4
Biracial/Multiracial	<u>64</u>	<u>4.6</u>	<u>105</u>	<u>7.6</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>
Totals	530	38.3	853	61.7	14,253	43.6	18,432	56.4

*Students were allowed to select more than one race/ethnicity category

Table 3

Headcount Enrollment and Returned Surveys by Class Level

	Headcount Enrollment		Returned Surveys	
<u>Class Level:</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Freshman	3,621	11.1	121	8.4
Sophomore	3,779	11.5	171	11.8
Junior	8,128	24.9	355	24.6
Senior	7,912	24.2	474	32.9
Graduate students	6,545	20.0	251	17.4
Not classified/Missing	<u>2,701</u>	<u>8.3</u>	<u>70</u>	<u>4.9</u>
Totals	32,686	100.0	1442	100.0

The response rates were somewhat representative of the student population. It is difficult to know whether the student respondents were representative of each College/School, because many of the students who responded had not declared a major; therefore, they did not report an affiliation with a particular college/school. Of those who indicated a major: 4% of the students from the School of Architecture responded, 7% of the students from the College of Arts and Sciences responded, 5% of the students from the College of Business responded, 9% of the students from the College of Education responded, 9% of the students from the College of Engineering responded, 5% of the students from the College of Health and Urban Affairs responded, 18% of the students from the School of Hospitality Management responded, and 12% of the students from the School of Journalism and Mass Communications.

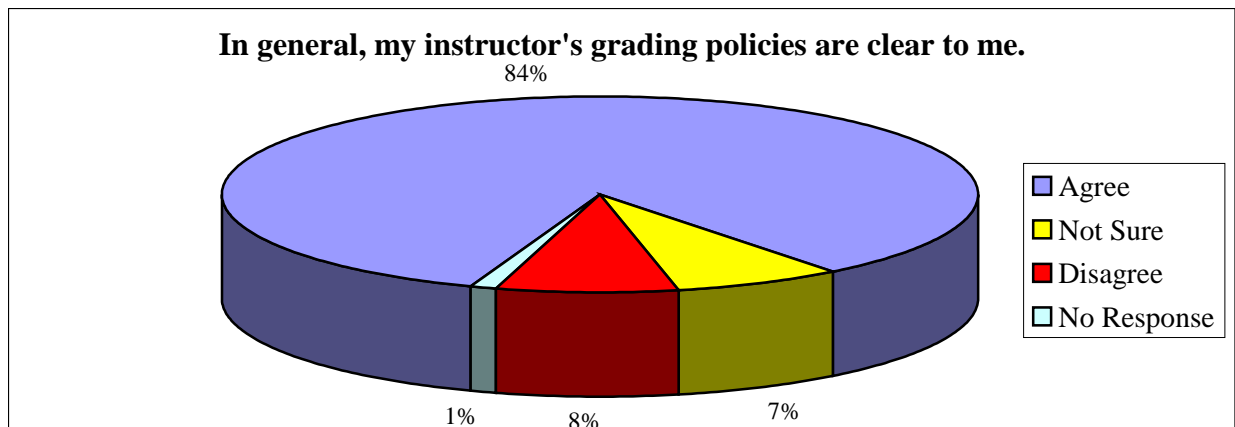
Females were over-represented in the survey respondents, 62% of the respondents were female as compared to 56% in the student population. It is difficult to measure the representativeness of the survey respondents by race/ethnicity because a significant proportion of respondents (over 12%) reported that they were biracial/multiracial. Freshman and graduate student respondents were slightly under-represented in the survey respondents. Seniors were over-represented in the survey respondents. Sophomores and juniors were representative of their class level.

Statistics. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 11.0.1. In general, a five-point scale was used for the survey questions, with higher scores indicating more positive attitudes. A variety of simple statistics are reported such as percentages and mean findings (arithmetic averages). Correlations (also called bivariate relationships) are used to describe the relationships between two or more variables. In this report the degree of correlation is denoted by “*r*” (Pearson Product Moment Correlation). A positive correlation indicates that as scores increase for one variable, they increase for another variable as well (or both scores decrease).

II. GRAPHICAL ANALYSES OF SURVEY ITEMS WITH LEVELS OF HIGHEST AGREEMENT AND DISAGREEMENT

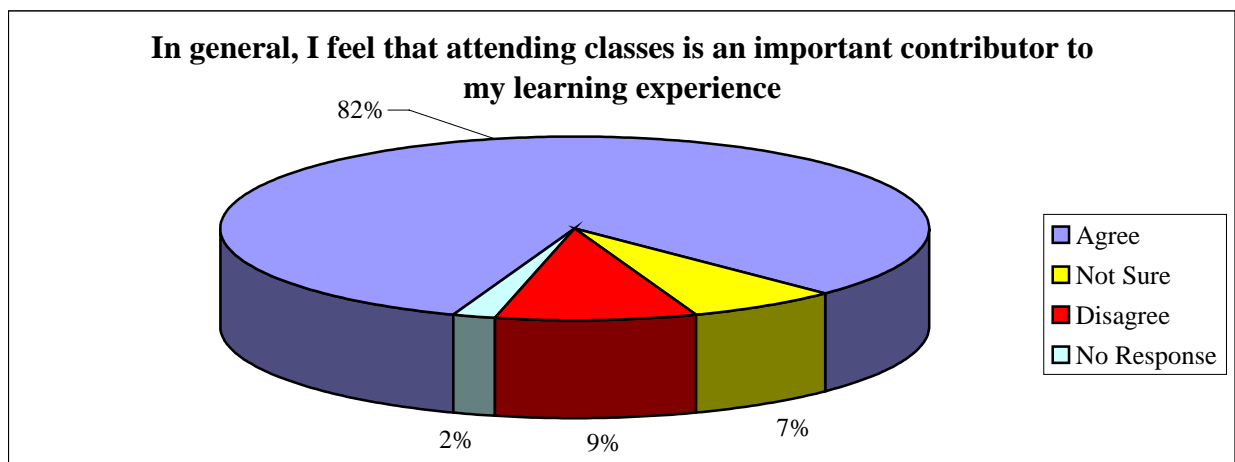
The survey respondents were asked to rate each item on a five-point scale that ranged from “Strongly Disagree” (1) to “Strongly Agree” (5). In order to portray the responses in a concise manner, the scale was combined and responses of one and two are shown as “Disagree,” responses to three as “Not Sure” and responses of four and five as “Agree.” There was also a category for those individuals who did not respond to each question. Percentages are rounded to equal 100%.

A. ITEMS WITH HIGHEST LEVELS OF AGREEMENT



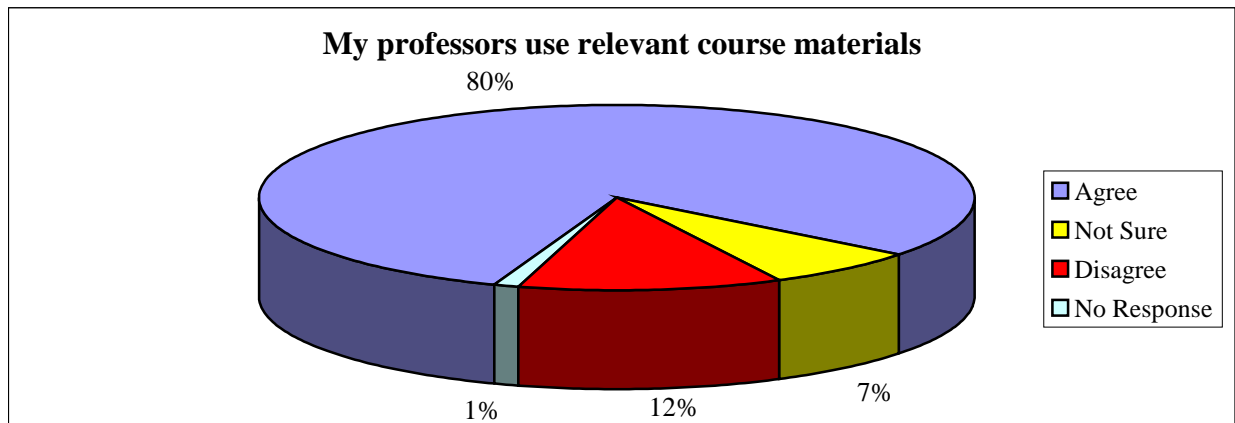
Eighty-four percent of respondents reported that they “Strongly Agreed” (22%) or “Agreed” (62%) with this statement. Seven percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Eight percent of respondents reported that they “Disagreed” (6%) or “Strongly Disagreed” (2%) with this survey item. One percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “My professors use relevant course materials (textbooks, handouts, videos, etc.)” ($r = .44, p < .001$), “In general, I feel that my instructors have a genuine interest in my learning” ($r = .44, p < .001$), and “I am satisfied that I am given adequate opportunities to demonstrate my understanding of course materials” ($r = .44, p < .001$).



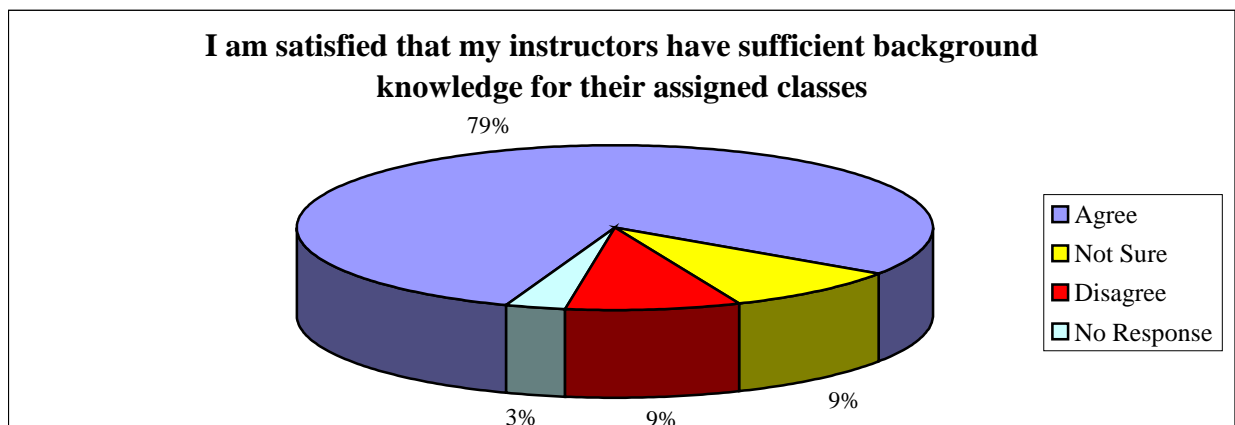
Eighty-two percent of respondents reported that they “Strongly Agreed” (47%) or “Agreed” (35%) with this statement. Seven percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Nine percent of respondents reported that they “Disagreed” (7%) or “Strongly Disagreed” (2%) with this survey item. Two percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “I am satisfied that I have the opportunity to freely express my opinions in class” ($r = .36, p < .001$), “In general, I feel that required course materials are useful” ($r = .33, p < .001$), and “In general, I feel that FIU meets my learning expectations” ($r = .33, p < .001$).



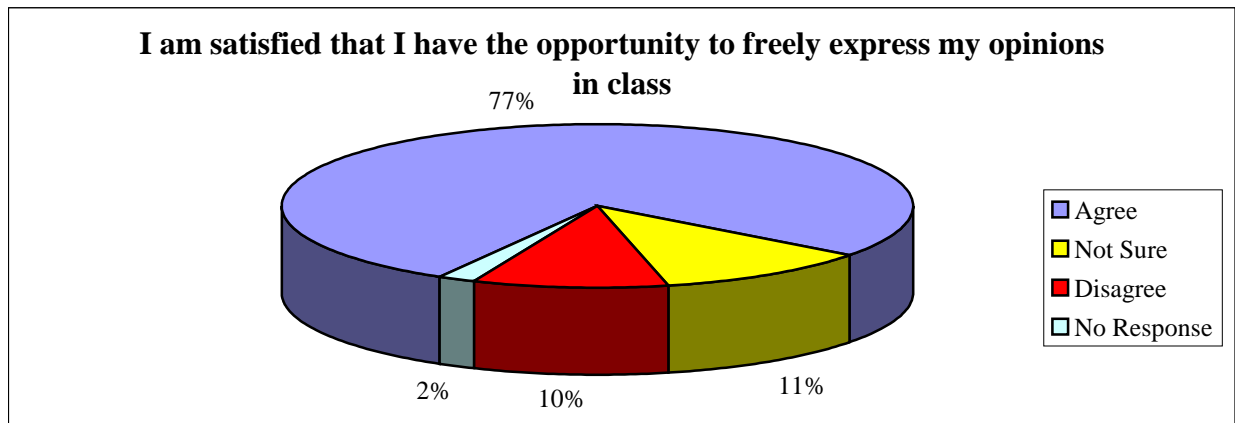
Eighty percent of respondents reported that they “Strongly Agreed” (19%) or “Agreed” (61%) with this statement. Seven percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Twelve percent of respondents reported that they “Disagreed” (10%) or “Strongly Disagreed” (2%) with this survey item. One percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “In general, I feel that my instructors have a genuine interest in my learning” ($r = .49, p < .001$), “I am satisfied that my instructors have sufficient background knowledge for their assigned classes” ($r = .48, p < .001$), and “In general, I feel that FIU meets my learning expectations” ($r = .47, p < .001$).



Seventy-nine percent of respondents reported that they “Strongly Agreed” (31%) or “Agreed” (48%) with this statement. Nine percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Nine percent of respondents reported that they “Disagreed” (6%) or “Strongly Disagreed” (3%) with this survey item. Three percent of respondents did not respond to this item.

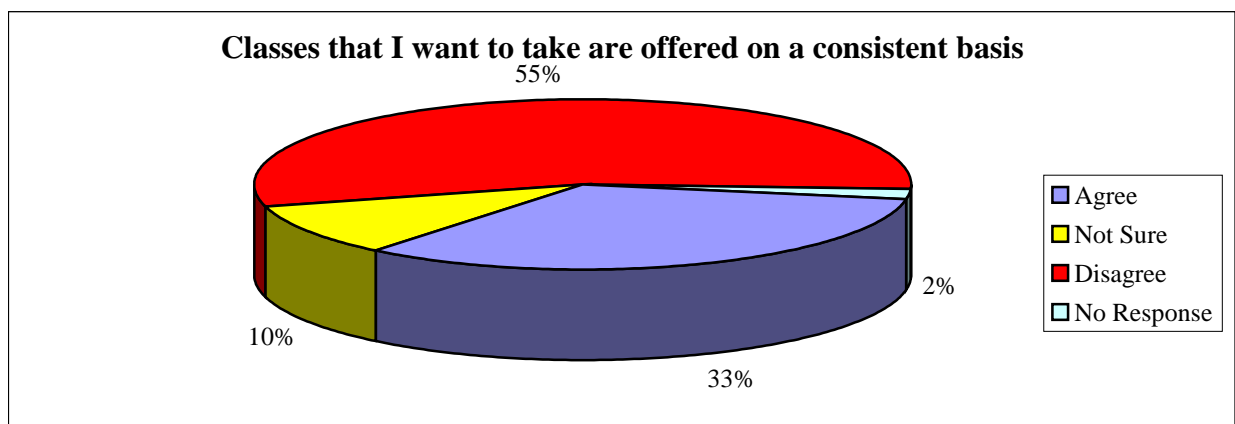
This survey item had the highest correlations with the following survey items: “In general, I feel that my instructors have a genuine interest in my learning” ($r = .58, p < .001$), “My professors use relevant course materials (textbooks, handouts, videos, etc.)” ($r = .48, p < .001$), and “In general, I feel that FIU meets my learning expectations” ($r = .47, p < .001$).



Seventy-seven percent of respondents reported that they “Strongly Agreed” (28%) or “Agreed” (49%) with this statement. Eleven percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Ten percent of respondents reported that they “Disagreed” (7%) or “Strongly Disagreed” (3%) with this survey item. Two percent of respondents did not respond to this item.

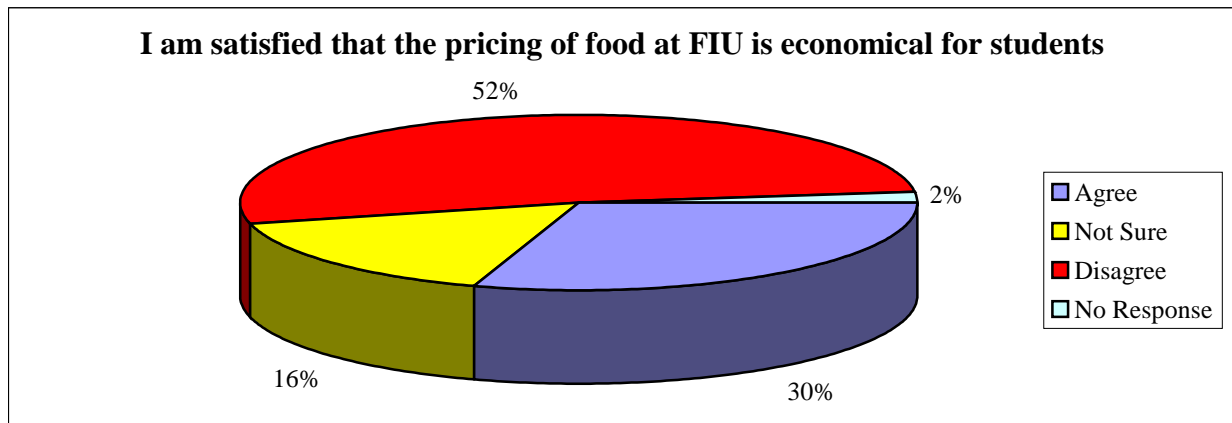
This survey item had the highest correlations with the following survey items: “In general, I feel that my instructors have a genuine interest in my learning” ($r = .48, p < .001$), “I am satisfied that I am given adequate opportunities to demonstrate my understanding of course materials” ($r = .44, p < .001$), and “In general, I feel that attending classes is an important contributor to my learning experience” ($r = .36, p < .001$).

B. ITEMS WITH HIGHEST LEVELS OF DISAGREEMENT



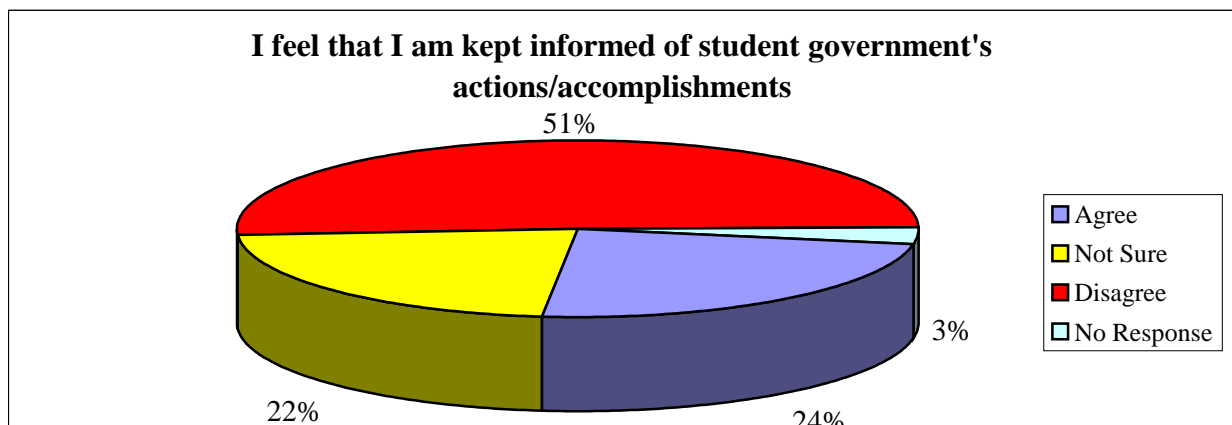
Thirty-three percent of respondents reported that they “Strongly Agreed” (6%) or “Agreed” (27%) with this statement. Ten percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Fifty-five percent of respondents reported that they “Disagreed” (35%) or “Strongly Disagreed” (20%) with this survey item. Two percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “I am satisfied with the diversity of courses offered in my major” ($r = .48, p < .001$), “In general, I feel that FIU meets my learning expectations” ($r = .33, p < .001$), and “I am satisfied that the FIU administration efficiently informs students of policy changes” ($r = .30, p < .001$).



Thirty percent of respondents reported that they “Strongly Agreed” (4%) or “Agreed” (26%) with this statement. Sixteen percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Fifty-two percent of respondents reported that they “Disagreed” (28%) or “Strongly Disagreed” (24%) with this survey item. Two percent of respondents did not respond to this item.

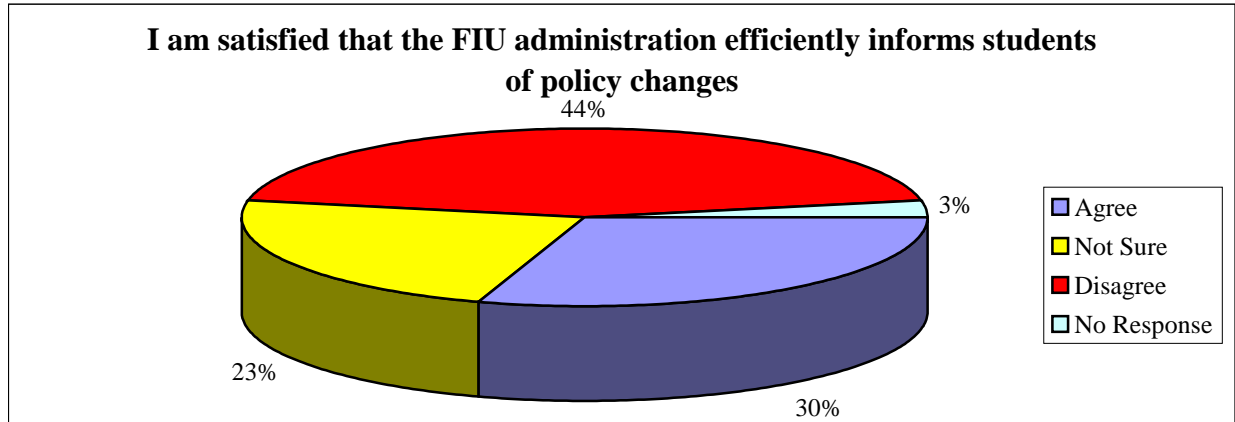
This survey item had the highest correlations with the following survey items: “I am satisfied that there is a diverse selection of food available in the cafeteria” ($r = .47, p < .001$), “I feel that FIU provides enough places for quiet study on campus” ($r = .30, p < .001$), and “I feel that FIU provides enough spaces for students to relax on campus” ($r = .30, p < .001$).



Twenty-four percent of respondents reported that they “Strongly Agreed” (4%) or “Agreed” (20%) with this statement. Twenty-two percent of respondents reported that they were “Not

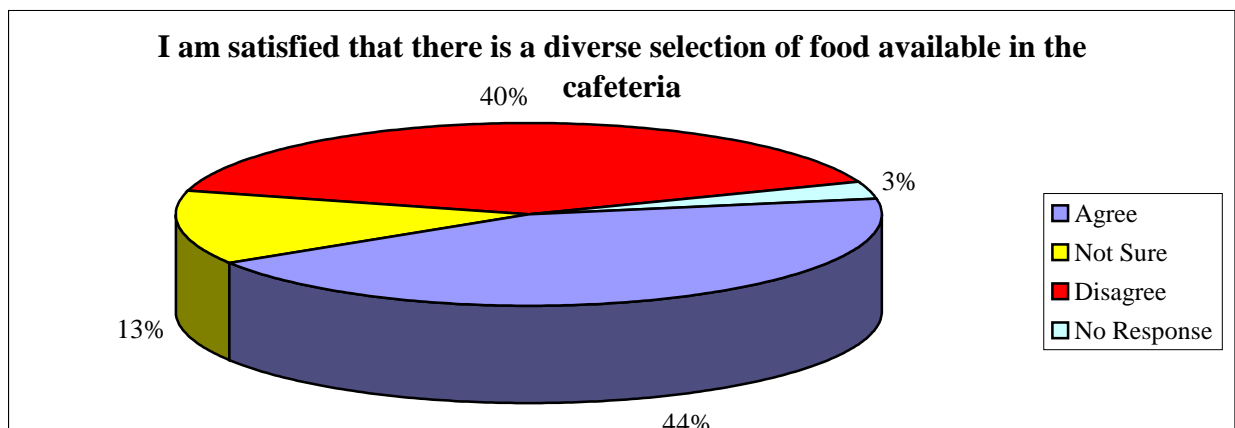
Sure” whether they agreed or disagreed with this item. Fifty-one percent of respondents reported that they “Disagreed” (34%) or “Strongly Disagreed” (17%) with this survey item. Three percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “I am satisfied that student government has been effective in implementing changes” ($r = .51, p < .001$), “I am satisfied that I have an adequate forum at FIU to express my concerns” ($r = .40, p < .001$), and “I am satisfied with the amount of publicity that accompanies campus events” ($r = .40, p < .001$).



Thirty percent of respondents reported that they “Strongly Agreed” (5%) or “Agreed” (25%) with this statement. Twenty-three percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Forty-four percent of respondents reported that they “Disagreed” (28%) or “Strongly Disagreed” (16%) with this survey item. Three percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “I am satisfied that I have an adequate forum at FIU to express my concerns” ($r = .48, p < .001$), “I am satisfied that FIU promptly communicates the status of emergency school closings” ($r = .47, p < .001$), and “I am satisfied with the amount of publicity that accompanies campus events” ($r = .46, p < .001$).



Forty-four percent of respondents reported that they “Strongly Agreed” (10%) or “Agreed” (34%) with this statement. Thirteen percent of respondents reported that they were “Not Sure” whether they agreed or disagreed with this item. Forty percent of respondents reported that they

“Disagreed” (21%) or “Strongly Disagreed” (19%) with this survey item. Three percent of respondents did not respond to this item.

This survey item had the highest correlations with the following survey items: “I am satisfied that the pricing of food at FIU is economical for students” ($r = .47, p < .001$), “I feel that FIU provides enough spaces for students to relax on campus” ($r = .39, p < .001$), and “I am satisfied that the sizes of the recreational facilities are adequate given the number of students on campus” ($r = .35, p < .001$).

III. SURVEY ITEM SUBSCALES

For every subscale, with the exception of the final subscale (Emergency Procedures), the scale of responses for each item ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The Emergency Procedures subscale ranged from 1 (Not Confident) to 3 (Confident).

A. OVERALL ANALYSIS OF SUBSCALES

Table 4, below, shows a summary of the overall agreement means for each of the subscales. The respondent students were most positive toward the items in the “Academic Issues” subscale, with an average mean of 3.57 and an average level of agreement of 64%. Respondents were least positive toward the items in the “Communication” subscale with an average agreement mean of 3.04 and an average level of agreement of 38%.

TABLE 4
2002 Student Satisfaction Survey Subscales

	Agreement Means	Level of Agreement
Academic Issues (Scale = 1 to 5)	3.57	64%
Campus Environment (Scale = 1 to 5)	3.11	49%
Campus Life (Scale = 1 to 5)	3.28	46%
Communication (Scale = 1 to 5)	3.04	38%
Services (Scale = 1 to 5)	3.31	54%
Safety (Scale = 1 to 5)	3.47	54%
Emergency Procedures (Scale = 1 to 3)	2.45	54%

B. ITEM ANALYSES

The following two tables (Tables 5-6) identify items in the survey to which the respondents reported the highest levels of agreement and disagreement.

TABLE 5 SURVEY ITEMS WITH HIGHEST LEVELS OF AGREEMENT	Levels of Agreement
1) In general, my instructor's grading policies are clear to me	84%
2) In general, I feel that attending classes is an important contributor to my learning experience	82%
3) My professors use relevant course materials (textbooks, handouts, videos, etc.)	80%
4) I am satisfied that my instructors have sufficient background knowledge for their assigned classes	79%
5) I am satisfied that I have the opportunity to freely express my opinions in class	77%
6) In general, I feel comfortable with the presence of police officers on campus	77%
7) In general, my classes are free from disruptive students	73%
8) In general, I feel that FIU meets my learning expectations	72%
9) In general, I feel safe on campus after dark	68%
10) I am satisfied that I am given adequate opportunities to demonstrate my understanding of course materials	68%

TABLE 6	Levels of
SURVEY ITEMS WITH HIGHEST LEVELS OF DISAGREEMENT	Disagreement
1) Classes that I want to take are offered on a consistent basis	55%
2) I am satisfied that the pricing of food at FIU is economical for students	52%
3) I feel that I am kept informed of student government's actions/accomplishments	51%
4) I am satisfied that the FIU administration efficiently informs students of policy changes	44%
5) I am satisfied that there is a diverse selection of food in the cafeteria	40%
6) I am satisfied with the amount of publicity that accompanies campus events	34%
7) I am satisfied that I have an adequate forum at FIU to express my concerns	32%
8) I am satisfied with the diversity of courses offered in my major	32%
9) In general, I receive correct information from the Advising Center	31%
10) I am satisfied that the sizes of the recreational facilities are adequate given the number of students on campus	31%

C. ACADEMIC ISSUES

The Academic Issues subscale consists of seventeen items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 3.57 (on a scale of 1-5) and the average level of agreement was 64%.

TABLE 7
2002 Student Satisfaction Survey: Academic Issues

ITEM:	Agreement Mean	Level of Agreement
In general, I feel that FIU meets my learning expectations	3.68	72%
My professors use relevant course materials (textbooks, handouts, videos, etc.)	3.85	80%
In general, my instructor's grading policies are clear to me	3.97	84%
I am satisfied that I am given adequate opportunities to demonstrate my understanding of course materials	3.62	68%
In general, I feel that my instructors have a genuine interest in my learning	3.50	58%
I am satisfied that my instructors have sufficient background knowledge for their assigned classes	4.01	79%
In general, I felt that attending classes is an important contributor to my learning experience	4.20	82%
I am satisfied that I have the opportunity to freely express my opinions in class	3.95	77%
In general, my classes are free from disruptive students	3.79	73%
I believe that working on group projects with my classmates has enhanced my teamwork skills	3.33	53%
In general, I feel that required course materials are useful	3.48	61%
I am satisfied with the diversity of courses offered in my major	3.26	53%
Classes that I want to take are offered on a consistent basis	2.65	33%
My major allows me the opportunity to participate in research with a faculty member	3.10	33%
My major allows me the opportunity to participate in field experiences	3.46	53%
I am satisfied with the number of students in my classes	3.47	66%
I am satisfied that there is sufficient seating/space in my classrooms	<u>3.37</u>	<u>62%</u>
Averages	3.57	64%

D. CAMPUS ENVIRONMENT

The Campus Environment subscale is made up of four items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 3.11 (on a scale of 1-5) and the average level of agreement was 49%.

TABLE 8
2002 Student Satisfaction Survey: Campus Environment

ITEM:	Agreement Mean	Level of Agreement
I feel that FIU provides enough space for students to relax on campus	3.53	64%
I feel that FIU provides enough places for quiet study on campus	3.38	59%
I am satisfied that the pricing of food at FIU is economical for students	2.58	30%
I am satisfied that there is a diverse selection of food available in the cafeteria	<u>2.95</u>	<u>44%</u>
Averages	3.11	49%

E. CAMPUS LIFE

The Campus Life subscale is made up of seven items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 3.28 (on a scale of 1-5) and the average level of agreement was 46%.

TABLE 9
2002 Student Satisfaction Survey: Campus Life

ITEM:	Agreement Mean	Level of Agreement
I am satisfied that the sizes of the recreational facilities are adequate given the number of students on campus	3.15	46%
I believe that it is important to show support by attending FIU events	3.73	66%
I feel that I am kept informed of student government's actions/accomplishments	2.59	24%
I am satisfied that student government has been effective in implementing changes	2.81	16%
I am satisfied with the diversity of campus clubs/organizations	3.53	56%
I am satisfied that I have the opportunity to actively participate in campus clubs/organizations	3.64	61%
I am satisfied with the selection of cultural activities at FIU	<u>3.53</u>	<u>54%</u>
Averages	3.28	46%

F. COMMUNICATION

The Communication subscale is made up of five items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 3.04 (on a scale of 1-5) and the average level of agreement was 38%.

TABLE 10
2002 Student Satisfaction Survey: Communication

ITEM:	Agreement Mean	Level of Agreement
I am satisfied that FIU promptly communicates the status of emergency school closings	3.59	63%
I am satisfied that the FIU administration efficiently informs students of policy changes	2.74	30%
I am satisfied with the amount of publicity that accompanies campus events	2.96	35%
I am satisfied with the timeliness of publicity surrounding FIU events	3.06	35%
I am satisfied that I have an adequate forum at FIU to express my concerns	<u>2.86</u>	<u>27%</u>
Averages	3.04	38%

G. SERVICES

The Services subscale is made up of nine items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 3.31 (on a scale of 1-5) and the average level of agreement was 54%.

TABLE 11
2002 Student Satisfaction Survey: Services

ITEM:	Agreement Mean	Level of Agreement
In general, I receive correct information from the Financial Aid Office	3.21	47%
In general, I receive correct information from the Registrar's Office	3.42	62%
In general, I receive correct information from the Cashier's Office	3.51	65%
In general, I receive correct information from the Advising Center	3.07	42%
In general, I receive correct information from the advisors in my major	3.49	58%
I am satisfied with the customer service I received from the Financial Aid Office	3.18	47%
I am satisfied with the customer service I received from the Registrar's Office	3.35	59%
I am satisfied with the customer service I received from the Cashier's Office	3.38	60%
I am satisfied with the customer service I received from the Advising Center	<u>3.22</u>	<u>47%</u>
Averages	3.31	54%

H. SAFETY

The Safety subscale is made up of seven items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 3.47 (on a scale of 1-5) and the average level of agreement was 54%.

TABLE 12
2002 Student Satisfaction Survey: Safety

ITEM:	Agreement Mean	Level of Agreement
In general, I feel safe on campus after dark	3.72	68%
I am satisfied with the outdoor lighting on my home campus	3.41	55%
I am satisfied with the number of emergency call boxes on campus	3.15	41%
I am satisfied that my car is secure on campus	3.57	62%
In general, I feel comfortable with the presence of police officers on campus	3.91	77%
I am satisfied with the response times of campus police to emergency situations	3.29	32%
I am satisfied that I would know what to do in an emergency situation on campus	<u>3.24</u>	<u>44%</u>
Averages	3.47	54%

I. EMERGENCY PROCEDURES

The Emergency Procedures subscale is made up of five items. The items are listed below, along with the mean for each item and the overall level of agreement with each survey item. The overall satisfaction mean for this subscale was 2.45, and the average level of agreement was 54%. Unlike the previous subscales, the scale for these items ranged from Not Confident (1) to Confident (3).

TABLE 13
2002 Student Satisfaction Survey: Emergency Procedures

ITEM:	Agreement Mean	Level of Agreement
I am confident in FIU's ability to carry out emergency procedures in the following area:		
Bomb Threats	2.23	39%
Fire	2.49	57%
Physical injury or sickness	2.41	50%
Traffic accident on campus	2.51	57%
Emergency Weather conditions	<u>2.59</u>	<u>66%</u>
Averages	2.45	54%

III. EXPERIENCES AND TREATMENT OF PROTECTED CLASSES AT FIU

Included in the survey was a list of nineteen experiences that students might have during the academic year at FIU. Some of these experiences were positive and some were negative. Respondents were asked to report on which of the experiences they had during the previous 12 months at FIU. There were differences in the types of experiences that the respondents reported. Some of these differences are listed below.

A. EXPERIENCES

Table 14 Top Five Experiences By Student Groups								
Groups:	Attended a movie on campus	Attended a multicultural event on campus	Developed a social relationship with a classmate	Had an unpleasant interaction with Student Services Staff	Had to use a dirty restroom on campus	Negative experience with group projects	Opportunity for extra credit in one of my classes	Positive experience with group projects
All respondents			72%	42%	45%		57%	47%
Female			77%	43%	48%	47%	62%	
Male			71%	42%	45%		53%	49%
American Indian	67%		100%		67%	67%	33%	
Asian	47%	45%	62%		53%			60%
Black/African American		49%	68%		49%		60%	56%
Hispanic			80%		43%	40%	62%	50%
White			72%	47%	53%	53%	57%	
Other		55%	74%		54%		64%	46%
Biracial/Multiracial		50%	76%		54%		59%	48%

B. TREATMENT OF PROTECTED CLASSES

In addition, respondents were asked to report on their perception of the treatment of the protected classes at FIU (age, disability, gender, national origin, race/ethnicity, religion and sexual orientation). Respondents were asked if they had been offended by comments from faculty/staff or students that had been directed toward students in these protected classes. Respondents were also asked to report upon perceived discrimination from faculty/staff or students that was directed toward students of these protected classes.

Some of the survey respondents did not respond to the treatment of protected classes survey items. However, those who responded to these questions and reported negative treatment of at least one of the protected classes (age, disability, gender, national origin, race/ethnicity, religion and sexual orientation) reported the following concerns.

Percentages were rounded to the nearest whole percent

Table 15

“In the previous year at FIU, I was offended by a faculty/staff member making a comment that I considered to be degrading to someone’s”:

	Protected classes						
Respondent Group	Age	Gender	National origin	Disability	Race/ Ethnicity	Religion	Sexual Orientation
All respondents	18%	35%	45%	14%	47%	23%	18%
Female	19%	40%	39%	14%	46%	20%	14%
Male	15%	25%	54%	15%	48%	30%	25%
American Indian	0%	0%	100%	0%	100%	100%	100%
Asian	15%	31%	69%	8%	46%	8%	8%
Black/African American	3%	15%	38%	9%	47%	15%	9%
Hispanic	24%	42%	46%	16%	49%	27%	20%
White	15%	42%	31%	13%	46%	25%	21%
Other	19%	31%	56%	13%	50%	19%	13%
Biracial/Multiracial	21%	30%	51%	21%	44%	28%	26%

Table 16

“In the previous year at FIU, I was offended by a student making a comment that I considered to be degrading to someone’s”:

	Protected classes						
Respondent Group	Age	Gender	National origin	Disability	Race/ Ethnicity	Religion	Sexual orientation
All respondents	18%	33%	53%	19%	63%	40%	43%
Female	17%	42%	50%	23%	64%	39%	46%
Male	20%	20%	58%	11%	60%	41%	38%
American Indian	100%	50%	50%	0%	100%	100%	100%
Asian	18%	9%	64%	9%	64%	18%	36%
Black/African American	10%	24%	45%	14%	72%	38%	38%
Hispanic	15%	34%	52%	18%	56%	38%	43%
White	18%	29%	51%	24%	69%	51%	56%
Other	20%	40%	60%	10%	70%	40%	40%
Biracial/Multiracial	27%	46%	56%	27%	63%	42%	42%

Table 17

“In the previous year at FIU, I witnessed discrimination by a faculty/staff member that I believed was based upon someone’s”:

	Protected classes						
Respondent Group	Age	Gender	National origin	Disability	Race/ Ethnicity	Religion	Sexual orientation
All respondents	15%	36%	36%	6%	60%	19%	17%
Female	16%	45%	33%	6%	60%	17%	15%
Male	14%	25%	41%	6%	59%	20%	20%
American Indian	100%	50%	50%	0%	50%	50%	50%
Asian	9%	9%	64%	0%	45%	9%	0%
Black/African American	0%	10%	33%	0%	86%	10%	0%
Hispanic	15%	43%	27%	5%	50%	18%	23%
White	17%	50%	33%	13%	63%	25%	17%
Other	15%	46%	54%	8%	46%	23%	23%
Biracial/Multiracial	20%	40%	44%	20%	72%	20%	20%

Table 18

“In the previous year at FIU, I witnessed discrimination by a student that I believed was based upon someone’s”:

	Protected classes						
Respondent Group	Age	Gender	National origin	Disability	Race/ Ethnicity	Religion	Sexual orientation
All respondents	22%	28%	42%	9%	64%	33%	36%
Female	20%	34%	42%	13%	70%	34%	34%
Male	24%	19%	43%	4%	56%	31%	39%
American Indian	100%	50%	50%	0%	50%	0%	0%
Asian	0%	0%	67%	0%	50%	17%	17%
Black/African American	6%	12%	29%	0%	76%	12%	24%
Hispanic	17%	23%	35%	4%	63%	35%	38%
White	26%	42%	32%	16%	58%	32%	47%
Other	29%	36%	71%	21%	64%	43%	43%
Biracial/Multiracial	33%	38%	50%	17%	67%	46%	33%

IV. SIGNIFICANT GROUP DIFFERENCES

A. DIFFERENCES BETWEEN GENDER GROUPS

Table 19 shows demographic information for male and female respondents. As expected, there were some significant differences in responses to the survey items by gender. This table is followed by a written analysis of selected demographic items and selected statistically significant differences in responses to the survey items by gender.

**Please note that some respondents did not answer every demographic item.
The following tables exclude Special Students who responded to the survey.**

Table 19

Demographic Information By Gender and Level

	Females		Males		Totals
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Undergraduate</u>	<u>Graduate</u>	
1. <u>Age</u>					
18 and under	40	0	22	0	62
19-24	488	27	276	25	816
25-30	114	69	60	49	292
31-34	25	11	19	12	67
35-44	26	21	28	19	94
45-55	6	8	6	4	24
Over 55	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>
Totals	702	136	411	110	1359
2. <u>Class Level</u>					
Freshman	71	0	50	0	121
Sophomore	102	0	69	0	171
Junior	223	0	130	0	353
Senior	308	0	163	0	471
Graduate Student	-----	<u>137</u>	-----	<u>111</u>	<u>248</u>
Totals	704	137	412	111	1364
3. <u>Class Load</u>					
Full-time	563	84	322	74	1043
Part-time	<u>126</u>	<u>42</u>	<u>81</u>	<u>32</u>	<u>281</u>
Totals	689	126	403	106	1324
4. <u>Employment</u>					
Not employed	224	32	127	19	402
Part-time on campus ⁷	81	28	45	35	189
Part-time off campus	212	14	107	3	336
Full-time on campus	17	5	8	11	41
Full-time off campus	<u>143</u>	<u>50</u>	<u>100</u>	<u>40</u>	<u>333</u>
Totals	677	129	387	108	1301
5. <u>GPA</u>					
No credits earned	8	5	7	2	22
1.99 or below	4	0	4	0	8
2.00-2.49	61	1	32	0	94
2.50-2.99	174	1	111	3	289
3.00-3.49	274	36	139	38	487
3.50 or above	<u>178</u>	<u>92</u>	<u>114</u>	<u>66</u>	<u>450</u>
Totals	699	135	407	109	1350

Table 19 continued	Females		Males		Totals
	Undergraduate	Graduate	Undergraduate	Graduate	
6. <u>Home Campus</u>					
Biscayne Bay	210	37	70	12	329
Broward	4	3	0	4	11
University Park	<u>482</u>	<u>93</u>	<u>339</u>	<u>89</u>	<u>1003</u>
Totals	696	133	409	105	1344
7. <u>Race</u>					
American Indian/Alaskan Native	0	1	2	0	3
Asian	17	8	18	30	73
Black/African American	92	20	39	7	158
Hispanic	328	47	202	39	616
White	129	36	78	23	266
Other	49	9	18	3	79
Biracial/Multiracial	<u>89</u>	<u>16</u>	<u>55</u>	<u>9</u>	<u>169</u>
Totals	704	137	412	111	1364

Gender Demographics

- Male respondents were less likely to report that they were seniors (31% versus 36%) and more likely to report that they were graduate students (21% versus 16%) than female respondents
- Male respondents were less likely to report that Biscayne Bay was their home campus (16% versus 30%) and more likely to report that University Park was their home campus than female respondents (83% versus 69%)
- Male respondents were more likely to report their race/ethnicity as Asian than female respondents (9% versus 3%)
- Male respondents were more likely than female respondents to report that the highest degree they expected to receive was a Doctorate or professional degree (30% versus 26%)
- Male respondents were less likely than female respondents to report that they lived with their parents (34% versus 42%) and more likely than female respondents to report that they lived in their own home (29% versus 24%) or lived in a rented room, apartment, or home (27% versus 23%)
- Male respondents were less likely than female respondents to report that they lived over 25 miles from campus (13% versus 18%) and more likely to report that they lived within one mile of campus (9% versus 5%) or between 1-10 miles from campus (35% versus 30%)

Selected Statistically Significant Gender Differences Between Means ($p < .001$)

- Male respondents were significantly more likely than female respondents to agree that working on group projects with their classmates enhanced their teamwork skills ($M = 3.47$ versus 3.24)
- Male respondents were significantly less likely than female respondents to agree that their major allowed them to participate in field experiences ($M = 3.31$ versus 3.57)
- Male respondents were significantly more likely than female respondents to agree that they felt safe on campus after dark ($M = 4.03$ versus 3.52)
- Male respondents were significantly more likely than female respondents to agree that they were satisfied with the outdoor lighting on their home campus ($M = 3.69$ versus 3.24)

- Male respondents were significantly more likely than female respondents to agree that they were satisfied with the number of emergency call boxes on campus ($M = 3.41$ versus 2.99)
- Male respondents were significantly more likely than female respondents to agree that they were satisfied that they would know what to do in an emergency situation on campus ($M = 3.44$ versus 3.12)

B. DIFFERENCES AMONG RACIAL/ETHNIC GROUPS

Tables 20-21 show demographic information by race/ethnicity. As expected, there were some significant differences in responses to the survey items by race/ethnicity. This table is followed by a written analysis of selected demographic items and selected statistically significant differences in responses to the survey items by race/ethnicity.

Please note that some respondents did not answer every demographic item. In addition, American Indian/Alaskan Natives were excluded from further analysis because of the small number of respondents.

Table 20
Demographic Information By Race/Ethnicity for Undergraduate Respondents

	American Indian	Asian	Black/ African American	Hispanic	White	Other	Biracial/ Multiracial	Totals
1. <u>Age</u>								
18 and under	0	4	8	34	7	3	6	62
19-24	0	23	74	379	143	45	102	766
25-30	0	5	28	74	33	15	20	175
31-34	0	0	9	19	6	1	9	44
35-44	1	3	9	21	11	3	6	54
45-55	1	0	1	3	6	0	1	12
Over 55	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>3</u>
Totals	2	35	130	530	208	67	144	1116
2. <u>Class Level</u>								
Freshman	0	5	19	60	15	6	16	121
Sophomore	0	5	14	86	28	12	26	171
Junior	0	11	42	165	73	22	42	355
Senior	<u>2</u>	<u>14</u>	<u>56</u>	<u>220</u>	<u>92</u>	<u>27</u>	<u>63</u>	<u>474</u>
Totals	2	35	131	531	208	67	147	1121
3. <u>Class Load</u>								
Full-time	1	32	108	421	158	54	115	889
Part-time	<u>1</u>	<u>2</u>	<u>18</u>	<u>103</u>	<u>45</u>	<u>11</u>	<u>28</u>	<u>208</u>
Totals	2	34	126	524	203	65	143	1097
4. <u>Employment</u>								
Not employed	1	15	45	149	72	21	48	351
Part-time on campus	0	4	26	55	15	13	14	127
Part-time off campus	0	12	22	169	61	15	42	321
Full-time on campus	0	2	3	12	2	4	2	25
Full-time off campus	<u>1</u>	<u>2</u>	<u>31</u>	<u>125</u>	<u>46</u>	<u>9</u>	<u>31</u>	<u>245</u>
Totals	2	35	127	510	196	62	137	1069

Table 20 continued	American Indian	Asian	Black/ African American	Hispanic	White	Other	Biracial/ Multiracial	Totals
5. <u>GPA</u>								
No credits earned	0	0	5	5	2	1	2	15
1.99 or below	0	0	2	3	1	1	1	8
2.00-2.49	0	3	12	47	18	5	9	94
2.50-2.99	0	5	38	149	44	15	35	286
3.00-3.49	1	14	47	207	62	21	62	414
3.50 or above	<u>1</u>	<u>12</u>	<u>25</u>	<u>116</u>	<u>80</u>	<u>23</u>	<u>37</u>	<u>294</u>
Totals	2	34	129	527	207	66	146	1111
6. <u>Home Campus</u>								
Biscayne Bay	1	10	66	88	68	28	22	283
Broward	0	0	3	0	0	0	1	4
University Park	<u>0</u>	<u>24</u>	<u>61</u>	<u>437</u>	<u>138</u>	<u>39</u>	<u>124</u>	<u>823</u>
Totals	1	34	130	525	206	67	147	1110
7. <u>Gender</u>								
Female	0	17	92	328	129	49	89	704
Male	<u>2</u>	<u>18</u>	<u>39</u>	<u>202</u>	<u>78</u>	<u>18</u>	<u>55</u>	<u>412</u>
Totals	2	35	131	530	207	67	144	1116

Table 21
Demographic Information By Race/Ethnicity for Graduate Respondents

	American Indian	Asian	Black/ African American	Hispanic	White	Other	Biracial/ Multiracial	Totals
1. <u>Age</u>								
19-24	1	13	6	13	15	2	2	52
25-30	0	19	13	43	27	7	9	118
31-34	0	3	2	9	2	1	7	24
35-44	0	3	5	17	6	3	7	41
45-55	0	0	1	3	7	0	1	12
Over 55	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	1	38	27	85	58	13	26	248
2. <u>Class Level</u>								
Graduate Student	1	38	27	86	60	13	26	251
3. <u>Class Load</u>								
Full-time	1	35	16	50	38	11	9	160
Part-time	<u>0</u>	<u>2</u>	<u>8</u>	<u>31</u>	<u>18</u>	<u>1</u>	<u>14</u>	<u>74</u>
Totals	1	37	24	81	56	12	23	234
4. <u>Employment</u>								
Not employed	0	7	5	14	14	4	7	51
Part-time on campus	1	22	0	18	14	5	4	64
Part-time off campus	0	0	0	11	7	0	0	18
Full-time on campus	0	3	2	7	3	0	1	16
Full-time off campus	<u>0</u>	<u>6</u>	<u>20</u>	<u>28</u>	<u>20</u>	<u>4</u>	<u>13</u>	<u>91</u>
Totals	1	38	27	78	58	13	25	240

Table 21 continued	American Indian	Asian	Black/ African American	Hispanic	White	Other	Biracial/ Multiracial	Totals
5. <u>GPA</u>								
No credits earned	0	1	1	4	1	0	0	7
2.00-2.49	0	0	0	1	0	0	0	1
2.50-2.99	0	0	0	1	1	1	1	4
3.00-3.49	0	17	13	23	11	6	5	75
3.50 or above	<u>1</u>	<u>19</u>	<u>13</u>	<u>56</u>	<u>46</u>	<u>6</u>	<u>19</u>	<u>160</u>
Totals	1	37	27	85	59	13	25	247
6. <u>Home Campus</u>								
Biscayne Bay	0	5	13	10	13	2	7	50
Broward	0	2	2	1	2	0	0	7
University Park	<u>1</u>	<u>31</u>	<u>11</u>	<u>72</u>	<u>41</u>	<u>11</u>	<u>17</u>	<u>184</u>
Totals	1	38	26	83	56	13	24	241
7. <u>Gender</u>								
Female	1	8	20	47	36	9	16	137
Male	<u>0</u>	<u>30</u>	<u>7</u>	<u>39</u>	<u>23</u>	<u>3</u>	<u>9</u>	<u>111</u>
Totals	1	38	27	86	59	12	25	248

Race/Ethnicity Demographics

- Hispanic respondents were significantly younger than White respondents (7% over the age of 34 versus 13%)
- Asian respondents were significantly more likely to be graduate students than Black/African American, Hispanic, White, or Other respondents (52% versus 17%, 14%, 22%, and 16%, respectively)
- Asian respondents were significantly more likely than Hispanic or White respondents to report that they were full-time students (94% versus 77% and 75%, respectively)
- Asian and White respondents were more likely than Black/African American and Hispanic respondents to report a Grade Point Average (GPA) over 3.50 (44% and 47% versus 25% and 28%, respectively)
- Asian respondents were significantly more likely to be male students than Black/African American, Hispanic, White, or Other respondents (66% versus 29%, 39%, 38%, and 26%)
- Hispanic respondents were more likely than Asian, Black/African American, White, or Other respondents to report that they lived at home with their parents (51% versus 17%, 29%, 28%, and 25%, respectively)

Selected Statistically Significant Racial/Ethnic Differences Among Means ($p < .01$)

- Asian and Hispanic respondents were significantly more likely than White respondents to report that working on group projects with their classmates has enhanced their teamwork skills ($M = 3.79$ and 3.44 versus $M = 2.97$, $p < .001$)
- Hispanic respondents were significantly more likely than Asian, Black/African Americans ($p < .001$), and Other ($p < .001$) respondents to report that they were satisfied that there was a diverse selection of food available in the cafeteria ($M = 3.12$ versus $M = 2.58$, 2.61 , and 2.45 respectively)
- White respondents were significantly less likely than Black/African American

($p < .001$) and Hispanic respondents ($p < .001$) to report that they believed it is important to show support by attending FIU events ($M = 3.42$ versus $M = 4.01$ and 3.84 , respectively)

- Hispanic respondents were significantly more likely than White respondents to report that they were satisfied with the diversity of campus clubs/organizations ($M = 3.61$ versus 3.37)
- Hispanic respondents were significantly more likely than White respondents to report that they were satisfied with the selection of cultural activities at FIU ($M = 3.65$ versus 3.39)

C. DIFFERENCES AMONG AGE GROUPS

Table 22 shows demographic information by age. As expected, there were some significant differences in responses to the survey items by age. This table is followed by a written analysis of selected demographic items and selected statistically significant differences in responses to the survey items by age.

Please note that some respondents did not answer every demographic item. In addition, respondents over the age of 55 were excluded from further analysis because of the small number of respondents.

Table 22
Demographic Information By Age

	18 and under	19- 24	25- 30	31- 34	35- 44	45- 55	Over 55	Totals
1. <u>Class Level</u>								
Freshman	50	67	3	1	0	0	0	121
Sophomore	10	156	3	1	1	0	0	171
Junior	2	263	50	13	18	4	2	352
Senior	0	280	119	29	35	8	1	472
Special Student	0	6	3	2	1	0	1	13
Graduate Student	<u>0</u>	<u>52</u>	<u>118</u>	<u>24</u>	<u>41</u>	<u>12</u>	<u>1</u>	<u>248</u>
Totals	62	824	296	70	96	24	5	1377
2. <u>Class Load</u>								
Full-time	60	702	198	34	45	10	1	1050
Part-time	<u>2</u>	<u>105</u>	<u>90</u>	<u>31</u>	<u>47</u>	<u>11</u>	<u>4</u>	<u>290</u>
Totals	62	807	288	65	92	21	5	1340
3. <u>Employment</u>								
Not employed	26	264	85	14	12	5	2	408
Part-time on campus	5	117	47	13	8	1	0	191
Part-time off campus	25	251	43	8	9	3	0	339
Full-time on campus	0	18	15	2	4	2	0	41
Full-time off campus	<u>3</u>	<u>134</u>	<u>97</u>	<u>31</u>	<u>60</u>	<u>13</u>	<u>3</u>	<u>341</u>
Totals	59	784	287	68	93	24	5	1320
4. <u>GPA</u>								
No credits earned	6	11	3	1	3	0	0	24
1.99 or below	1	5	1	0	1	0	0	8
2.00-2.49	4	63	19	1	5	2	0	94
2.50-2.99	13	203	45	15	14	1	1	292
3.00-3.49	15	314	103	25	26	11	0	494
3.50 or above	<u>22</u>	<u>225</u>	<u>122</u>	<u>27</u>	<u>47</u>	<u>8</u>	<u>4</u>	<u>455</u>
Totals	61	821	293	69	96	22	5	1367

Table 22 continued	18 and under	19- 24	25- 30	31- 34	35- 44	45- 55	Over 55	Totals
5. <u>Home Campus</u>								
Biscayne Bay	12	182	88	13	27	9	2	333
Broward	0	3	5	0	3	0	0	11
University Park	<u>50</u>	<u>633</u>	<u>198</u>	<u>55</u>	<u>65</u>	<u>13</u>	<u>3</u>	<u>1017</u>
Totals	62	818	291	68	95	22	5	1361
6. <u>Gender</u>								
Female	40	522	186	37	47	14	3	849
Male	<u>22</u>	<u>303</u>	<u>111</u>	<u>32</u>	<u>48</u>	<u>10</u>	<u>2</u>	<u>528</u>
Totals	62	825	297	69	95	24	5	1377
7. <u>Race</u>								
American Indian/Alaskan Native	0	1	0	0	1	1	0	3
Asian	4	36	24	3	6	0	0	73
Black/African American	8	82	42	11	14	2	1	160
Hispanic	34	394	120	30	38	6	0	622
White	7	162	61	8	18	13	4	273
Other	3	48	22	2	6	0	0	81
Biracial/Multiracial	<u>5</u>	<u>93</u>	<u>26</u>	<u>15</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>151</u>
Totals	61	816	295	69	93	24	5	1363
8. <u>Marital Status</u>								
Single or Divorced with no children	56	703	175	26	20	4	1	985
Single or Divorced with children	0	9	13	6	12	5	1	46
Live with my partner, no children	2	54	32	3	5	2	0	98
Live with my partner, with children	0	4	3	2	1	0	0	10
Married with no children	0	24	43	11	14	4	1	97
Married with children	0	11	22	20	42	9	2	106
Other	<u>1</u>	<u>12</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>18</u>
Totals	59	817	290	70	95	24	5	1360

Age Demographics

- Respondents who were *18 and under* or *19-24* were significantly more likely to report taking a full-time class load than respondents who were *25-30*, *31-34*, or *35-44* (97% and 87% versus 69%, 52%, and 49%, respectively)
- Respondents who were *25-30* were more likely than respondents who were *19-24* to report that their GPA was at least a 3.0 (77% versus 66%)
- Respondents who were *18 and under* or *19-24* were significantly more likely to report that they were not employed than those respondents who were *25-30*, *31-34*, or *35-44* (44% and 34% versus 30%, 21%, and 13%, respectively)
- Respondents who were *18 and under* or *19-24* were significantly more likely to report that they lived at home with their parents than respondents who were *25-30* (73% and 53% versus 18%)

Selected Statistically Significant Age Differences Among Means ($p < .001$)

- Respondents who were *19-24* were less likely than respondents who were *35-44* to report that they felt that required course materials were useful ($M = 3.38$ versus 3.80)
- Respondents who were *19-24* were less likely than respondents who were *45-55* to report that they were satisfied that there was sufficient seating/space in their classrooms ($M = 3.28$ versus 4.25)

- Respondents who were *18 and under* were less likely than respondents who were *35-44* to report that they were satisfied that the pricing of food at FIU is economical for students ($M = 2.10$ versus 2.92)

D. DIFFERENCES AMONG CLASS LEVELS

Table 23 shows demographic information by class level. For ease of comparison, respondents were categorized into four levels: freshman/sophomore, junior, senior, and graduate students. As expected, there were some significant differences in responses to the survey items by class level. This table is followed by a written analysis of selected demographic items and selected statistically significant differences in responses to the survey items by class level.

Please note that some respondents did not answer every demographic item.

Table 23					
Demographic Information By Class Level					
	Freshman/Sophomore	Junior	Senior	Graduate	Totals
1. <u>Age</u>					
18 and under	60	2	0	0	62
19-24	223	263	280	52	818
25-30	6	50	119	118	293
31-34	2	13	29	24	68
35-44	1	18	35	41	95
45-55	0	4	8	12	24
Over 55	<u>0</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>4</u>
Totals	292	352	472	248	1364
2. <u>Class Load</u>					
Full-time	264	256	369	160	1049
Part-time	<u>25</u>	<u>94</u>	<u>89</u>	<u>74</u>	<u>282</u>
Totals	289	350	458	234	1331
3. <u>Employment</u>					
Not employed	105	99	147	51	402
Part-time on campus	35	37	55	64	191
Part-time off campus	100	112	109	18	339
Full-time on campus	7	1	17	16	41
Full-time off campus	<u>28</u>	<u>92</u>	<u>125</u>	<u>91</u>	<u>336</u>
Totals	275	341	453	240	1309
4. <u>GPA</u>					
No credits earned	14	1	0	7	22
1.99 or below	4	4	0	0	8
2.00-2.49	28	39	27	1	95
2.50-2.99	69	94	123	4	290
3.00-3.49	106	123	185	75	489
3.50 or above	<u>70</u>	<u>87</u>	<u>137</u>	<u>160</u>	<u>454</u>
Totals	291	348	472	247	1358
5. <u>Home Campus</u>					
Biscayne Bay	46	106	131	50	333
Broward	1	3	0	7	11
University Park	<u>245</u>	<u>241</u>	<u>337</u>	<u>184</u>	<u>1007</u>
Totals	292	350	468	241	1351

Table 23 continued	Freshman/Sophomore	Junior	Senior	Graduate	Totals
6. Gender					
Female	173	223	308	137	841
Male	<u>119</u>	<u>130</u>	<u>163</u>	<u>111</u>	<u>523</u>
Totals	292	353	471	248	1364
7. Race/Ethnicity					
American Indian/ Alaskan Native	0	0	2	1	3
Asian	10	11	14	38	73
Black/African American	33	42	56	27	158
Hispanic	146	165	220	86	617
White	43	73	92	60	268
Other	18	22	27	13	80
Biracial/Multiracial	<u>39</u>	<u>35</u>	<u>57</u>	<u>21</u>	<u>152</u>
Totals	289	348	468	246	1351

Class Level Demographics

- Junior and graduate respondents were significantly more likely to report that they were part-time students than freshman/sophomore or senior respondents (27% and 32% versus 9% and 19%, respectively)
- Graduate respondents were significantly more likely to report that they were working full-time than freshman/sophomore, junior or senior respondents (45% versus 13%, 27%, and 31%, respectively)
- Freshman/sophomore respondents were significantly more likely than junior or senior respondents to report that they attended the University Park campus (84% versus 69% and 72%, respectively)
- Graduate respondents were less likely to report that they were Hispanic and more likely to report that they were Asian than freshman/sophomore, junior or senior respondents (Hispanic 35% versus 51%, 47%, and 47%, respectively; Asian 15% versus 3%, 3%, and 3%, respectively)

Selected Statistically Significant Class Level Differences Among Means ($p < .001$)

- Graduate ($M = 3.76$) and senior respondents ($M = 3.73$) were more likely than freshman/sophomore respondents ($M = 3.43$) to report that they were satisfied that they were given adequate opportunities to demonstrate understanding of course materials
- Graduate respondents were more likely than freshman/sophomore respondents to report that they felt that their instructors had a genuine interest in their learning ($M = 3.72$ versus 3.28)
- Graduate respondents were more likely than junior respondents to report that their classes were free from disruptive students ($M = 4.08$ versus 3.60)
- Graduate respondents ($M = 2.95$) were less likely than freshman/sophomore ($M = 3.43$) or senior ($M = 3.35$) respondents to report that they were satisfied with the diversity of courses offered in their major
- Graduate respondents ($M = 3.41$) were more likely than senior ($M = 3.00$) or junior ($M = 3.05$) respondents to report that their major allowed them the opportunity to participate in research with a faculty member

- Graduate respondents ($M = 3.75$) were more likely than freshman/sophomore ($M = 3.29$) or junior ($M = 3.28$) respondents to report that they were satisfied with the number of students in their classes
- Graduate respondents ($M = 3.81$) were more likely than freshman/sophomore ($M = 3.27$), junior ($M = 3.23$), or senior ($M = 3.33$) respondents to report that they were satisfied with the seating/space in their classrooms

E. DIFFERENCES AMONG COLLEGES/SCHOOLS

Tables 24-25 show demographic information by college/school. As expected, there were some significant differences in responses to the survey items by college/school. This table is followed by a written analysis of selected demographic items and selected statistically significant differences in responses to the survey items by college/school.

Please note that some respondents did not answer every demographic item. Respondents who were double majors in separate colleges/schools were included under the College/School of their first reported major.

Table 24
Demographic Information By College/School for Undergraduate Respondents

	Arch	A&S	Bus	Ed	Eng	H&UA	HM	Jour	Totals
1. <u>Age</u>									
18 and under	0	24	7	3	13	3	1	2	53
19-24	7	215	107	95	67	59	73	63	686
25-30	0	53	28	13	11	11	29	10	155
31-34	2	16	9	4	2	5	2	1	41
35-44	0	9	12	6	4	10	9	2	52
45-55	0	2	3	0	0	2	2	0	9
Over 55	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Totals	9	319	166	123	97	91	116	78	999
2. <u>Class Level</u>									
Freshman	3	39	17	4	19	5	4	5	96
Sophomore	3	43	24	14	26	20	11	13	154
Junior	1	108	54	26	28	31	48	23	319
Senior	<u>2</u>	<u>129</u>	<u>75</u>	<u>79</u>	<u>24</u>	<u>35</u>	<u>53</u>	<u>37</u>	<u>434</u>
Totals	9	319	170	123	97	91	116	78	1003
3. <u>Class Load</u>									
Full-time	5	255	125	106	85	66	92	60	794
Part-time	<u>4</u>	<u>58</u>	<u>38</u>	<u>13</u>	<u>10</u>	<u>23</u>	<u>24</u>	<u>17</u>	<u>187</u>
Totals	9	313	163	119	95	89	116	77	981
4. <u>Employment</u>									
Not employed	2	110	44	53	34	12	34	14	303
Part-time on campus	1	36	19	8	14	12	15	14	119
Part-time off campus	2	86	45	42	30	29	27	35	296
Full-time on campus	0	6	3	0	3	3	2	1	18
Full-time off campus	<u>4</u>	<u>65</u>	<u>54</u>	<u>16</u>	<u>12</u>	<u>33</u>	<u>32</u>	<u>13</u>	<u>229</u>
Totals	9	303	165	119	93	89	110	77	965

Table 24 continued	Arch	A&S	Bus	Ed	Eng	H&UA	HM	Jour	Totals
5. GPA									
No credits earned	0	6	2	0	1	3	1	0	13
1.99 or below	0	3	1	1	1	0	0	0	6
2.00-2.49	0	26	11	5	13	7	8	9	79
2.50-2.99	2	61	51	35	21	30	33	28	261
3.00-3.49	6	119	69	44	37	34	33	30	372
3.50 or above	<u>1</u>	<u>103</u>	<u>36</u>	<u>38</u>	<u>23</u>	<u>17</u>	<u>40</u>	<u>11</u>	<u>269</u>
Totals	9	318	170	123	96	91	115	78	1000
6. Home Campus									
Biscayne Bay	1	33	26	5	3	28	107	52	255
Broward	0	0	0	0	1	2	1	0	4
University Park	<u>8</u>	<u>283</u>	<u>144</u>	<u>117</u>	<u>91</u>	<u>60</u>	<u>7</u>	<u>26</u>	<u>736</u>
Totals	9	316	170	122	95	90	115	78	995
7. Gender									
Female	6	200	85	99	31	63	83	66	633
Male	<u>3</u>	<u>119</u>	<u>83</u>	<u>24</u>	<u>66</u>	<u>28</u>	<u>32</u>	<u>12</u>	<u>367</u>
Totals	9	319	168	123	97	91	115	78	1000
8. Race/Ethnicity									
American Indian/Alaskan Native	0	0	0	1	0	1	0	0	2
Asian	0	6	6	1	8	1	5	0	27
Black/African American	0	26	23	9	10	23	21	4	116
Hispanic	3	138	88	77	58	37	36	41	478
White	5	65	23	21	8	11	33	18	184
Other	0	25	8	4	1	4	16	3	61
Biracial/Multiracial	<u>1</u>	<u>59</u>	<u>22</u>	<u>10</u>	<u>12</u>	<u>14</u>	<u>5</u>	<u>12</u>	<u>135</u>
Totals	9	319	170	123	97	91	116	78	1003

Table 25

Demographic Information By College/School for Graduate Respondents

	Arch	A&S	Bus	Ed	Eng	H&UA	HM	Jour	Totals
1. Age									
19-24	0	13	5	3	12	6	2	3	44
25-30	5	16	21	10	16	16	14	4	102
31-34	0	2	3	3	6	3	2	0	19
35-44	1	5	7	6	5	7	2	2	35
45-55	1	0	4	2	1	1	2	0	11
Over 55	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Totals	7	36	40	24	40	33	23	9	212
2. Class Level									
Graduate Student	7	36	40	24	40	33	24	9	213
3. Class Load									
Full-time	6	26	24	10	26	19	19	5	135
Part-time	<u>1</u>	<u>10</u>	<u>11</u>	<u>11</u>	<u>14</u>	<u>11</u>	<u>2</u>	<u>4</u>	<u>64</u>
Totals	7	36	35	21	40	30	21	9	199
4. Employment									
Not employed	3	4	14	1	7	2	12	0	43
Part-time on campus	1	17	4	4	17	5	3	0	51
Part-time off campus	1	2	3	3	0	3	1	3	16
Full-time on campus	0	4	0	3	5	1	0	0	13
Full-time off campus	<u>1</u>	<u>6</u>	<u>18</u>	<u>12</u>	<u>11</u>	<u>22</u>	<u>8</u>	<u>5</u>	<u>83</u>
Totals	6	33	39	23	40	33	24	8	206

Table 25 continued	Arch	A&S	Bus	Ed	Eng	H&UA	HM	Jour	Totals
5. <u>GPA</u>									
No credits earned	0	1	1	1	0	0	0	4	7
2.00-2.49	0	0	0	0	0	1	0	0	1
2.50-2.99	0	1	2	0	0	0	0	0	3
3.00-3.49	2	8	12	4	15	13	7	1	62
3.50 or above	<u>5</u>	<u>26</u>	<u>24</u>	<u>19</u>	<u>25</u>	<u>19</u>	<u>16</u>	<u>4</u>	<u>138</u>
Totals	7	36	39	24	40	33	23	9	211
6. <u>Home Campus</u>									
Biscayne Bay	0	3	0	0	0	8	24	7	42
Broward	0	0	0	2	3	2	0	0	7
University Park	<u>7</u>	<u>31</u>	<u>38</u>	<u>22</u>	<u>35</u>	<u>22</u>	<u>0</u>	<u>2</u>	<u>157</u>
Totals	7	34	38	24	38	32	24	9	206
7. <u>Gender</u>									
Female	4	15	21	19	8	29	16	8	120
Male	<u>3</u>	<u>20</u>	<u>19</u>	<u>5</u>	<u>32</u>	<u>4</u>	<u>8</u>	<u>1</u>	<u>92</u>
Totals	7	35	40	24	40	33	24	9	212
8. <u>Race/Ethnicity</u>									
Asian	0	2	4	0	17	1	5	0	29
Black/African American	0	2	3	2	2	9	5	1	24
Hispanic	7	15	17	10	11	10	1	7	78
White	0	10	9	10	5	6	9	1	50
Other	0	2	4	0	2	2	0	0	10
Biracial/Multiracial	<u>0</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>4</u>	<u>0</u>	<u>22</u>
Totals	7	36	40	24	40	33	24	9	213

College/School Demographics

- Education respondents were more likely to report that they were seniors or graduate students than Arts & Sciences respondents (68% versus 46%)
- Journalism respondents were overwhelmingly 30 years old or younger (94%), followed by Arts & Sciences (90%), Engineering (86%) and Hospitality Management (86%) respondents
- College of Health & Urban Affairs (CHUA) respondents were more likely to report that they were enrolled part-time than Education or Engineering respondents (29% versus 17% and 18%)
- CHUA respondents were more likely to report that they were working full-time while school was in session than Education or Journalism respondents (48% versus 21% and 22%)
- Journalism respondents were less likely than Education or Hospitality Management respondents to report a GPA of at least 3.0 (54% versus 72% and 70%, respectively)
- Engineering respondents were overwhelmingly male (72%); whereas Journalism (84%) and Education (81%) respondents were overwhelmingly female
- Asian respondents were most likely to be Engineering majors; Black/African American respondents were most likely to be CHUA majors; Hispanic respondents were most likely to be Arts & Sciences majors; White respondents were most likely to be Arts & Sciences majors

Selected Statistically Significant College/School Differences Among Means ($p < .001$)

- Education respondents ($M = 4.09$) were more likely than Arts & Sciences ($M = 3.55$), Business ($M = 3.67$), or Engineering ($M = 3.59$) respondents to report that they felt that FIU meets their learning expectations
- Business respondents ($M = 3.28$) were less likely than Education ($M = 3.75$) or Hospitality Management ($M = 3.81$) respondents to report that they felt that their instructors have a genuine interest in their learning
- Business respondents ($M = 3.63$) were less likely than Education respondents ($M = 4.09$) to report that their classes were free from disruptive students
- Engineering respondents ($M = 3.80$) were more likely than Arts & Sciences ($M = 3.15$) or Hospitality Management respondents ($M = 3.14$) to report that they believed that working on group projects with their classmates has enhanced their teamwork skills
- Arts & Sciences respondents ($M = 2.98$) were less likely than Business ($M = 3.44$), Education ($M = 3.59$), or Hospitality Management ($M = 3.73$) respondents to report that they are satisfied with the diversity of courses offered in their major
- Journalism & Mass Communication respondents ($M = 2.86$) were less likely than Education ($M = 3.59$) or Hospitality Management ($M = 3.73$) respondents to report that they are satisfied with the diversity of courses offered in their major
- Journalism & Mass Communication respondents ($M = 2.08$) were less likely than Business ($M = 2.75$), Education ($M = 2.77$), Engineering ($M = 2.96$), Health & Urban Affairs ($M = 2.76$), or Hospitality Management ($M = 3.25$) respondents to report that classes that they wanted to take were offered on a consistent basis
- Business respondents ($M = 2.68$) were less likely than Arts & Sciences ($M = 3.35$), Education ($M = 3.18$), Engineering ($M = 3.32$), or Hospitality Management ($M = 3.24$) respondents to report that their major allows them the opportunity to participate in research with a faculty member
- Arts & Sciences ($M = 3.22$) and Business ($M = 2.89$) respondents were less likely than Education ($M = 4.50$), Health & Urban Affairs ($M = 3.83$), Hospitality Management ($M = 3.84$), or Journalism & Mass Communication ($M = 3.72$) respondents to report that their major allowed them to participate in field experiences
- Business respondents ($M = 3.08$) were less likely than Education ($M = 3.94$), Engineering ($M = 3.74$), Health & Urban Affairs ($M = 3.67$), or Hospitality Management ($M = 3.74$) respondents to report that they are satisfied with the number of students in their classes

F. DIFFERENCES BETWEEN CAMPUSES

Table 26 shows demographic information by primary campus. As expected, there were some significant differences in responses to the survey items by campus. This table is followed by a written analysis of selected demographic items and selected statistically significant differences in responses to the survey items by campus.

Please note that some respondents did not answer every demographic item.

Table 26
Demographic Information By Campus

	Biscayne Bay	Broward	University Park	Totals
1. <u>Age</u>				
18 and under	12	0	50	62
19-24	182	3	633	818
25-30	88	5	198	291
31-34	13	0	55	68
35-44	27	3	65	95
45-55	9	0	13	22
Over 55	<u>2</u>	<u>0</u>	<u>3</u>	<u>5</u>
Totals	333	11	1017	1361
2. <u>Class Level</u>				
Freshman	23	1	97	121
Sophomore	23	0	148	171
Junior	106	3	241	350
Senior	131	0	337	468
Special Student	3	0	10	13
Graduate Student	<u>50</u>	<u>7</u>	<u>184</u>	<u>241</u>
Totals	336	11	1017	1364
3. <u>Class Load</u>				
Full-time	251	7	785	1043
Part-time	<u>75</u>	<u>3</u>	<u>207</u>	<u>285</u>
Totals	326	10	992	1328
4. <u>Employment</u>				
Not employed	105	1	300	406
Part-time on campus	45	2	142	189
Part-time off campus	75	1	265	341
Full-time on campus	5	0	35	40
Full-time off campus	<u>96</u>	<u>7</u>	<u>232</u>	<u>335</u>
Totals	326	11	974	1311
5. <u>GPA</u>				
No credits earned	7	0	17	24
1.99 or below	0	0	9	9
2.00-2.49	25	0	70	95
2.50-2.99	81	1	209	291
3.00-3.49	109	6	376	491
3.50 or above	<u>112</u>	<u>4</u>	<u>333</u>	<u>449</u>
Totals	334	11	1014	1359
6. <u>Gender</u>				
Female	250	7	583	840
Male	<u>82</u>	<u>4</u>	<u>435</u>	<u>521</u>
Totals	332	11	1018	1361
7. <u>Race/Ethnicity</u>				
American Indian/Alaskan Native	1	0	1	2
Asian	15	2	55	72
Black/African American	80	5	73	158
Hispanic	99	1	515	615
White	82	2	186	270
Other	30	0	51	81
Biracial/Multiracial	<u>22</u>	<u>1</u>	<u>126</u>	<u>149</u>
Totals	329	11	1007	1347

Campus Demographics

- University Park respondents were more likely to report that they were under the age of 24 than Biscayne Bay or Broward respondents (67% versus 58% and 27%, respectively)
- Broward respondents were more likely than Biscayne Bay or University Park respondents to report that they were between the ages of 35-44 (27% versus 8% and 6%, respectively)
- Broward respondents were more likely than Biscayne Bay or University Park respondents to report that they were graduate students (64% versus 15% and 18%, respectively)
- Broward respondents were slightly more likely than Biscayne Bay or University Park respondents to report that they were part-time students (30% versus 23% and 21%, respectively)
- Broward respondents were more likely than Biscayne Bay or University Park respondents to report that they were employed full-time off campus (64% versus 29% and 24%, respectively)
- Broward respondents were more likely than Biscayne Bay or University Park respondents to report that they had a GPA of 3.00 or above (91% versus 66% and 70%, respectively)
- University Park respondents were more likely than Biscayne Bay or Broward respondents to be male (43% versus 25% and 36%, respectively)
- Broward respondents were more likely than Biscayne Bay or University Park respondents to report that they were Asian (18% versus 5% and 5%, respectively)
- Broward respondents were more likely than Biscayne Bay or University Park respondents to report that they were Black/African American (45% versus 24% and 7%, respectively)
- Broward respondents were less likely than Biscayne Bay or University Park respondents to report that they were Hispanic (9% versus 30% and 51%, respectively)

Selected Statistically Significant Campus Differences Among Means ($p < .001$)

- Biscayne Bay respondents were more likely than University Park respondents to report that they felt that their instructors have a genuine interest in their learning ($M = 3.72$ versus 3.46)
- Biscayne Bay respondents were more likely than University Park respondents to report that their major allowed them to participate in field experiences ($M = 3.68$ versus 3.40)
- Biscayne Bay respondents were more likely than University Park respondents to report that they were satisfied with the number of students in their classes ($M = 3.71$ versus 3.40)
- Biscayne Bay respondents were less likely than University Park respondents to report that they were satisfied that there was a diverse selection of food available in the cafeteria ($M = 2.45$ versus 3.11)
- Biscayne Bay respondents were more likely than University Park respondents to report that they were satisfied that student government had been effective in implementing changes ($M = 2.95$ versus 2.76)
- Broward respondents ($M = 4.55$) were more likely than Biscayne Bay ($M = 3.42$) and University Park ($M = 3.51$) respondents to report that they received correct information from advisors in their major
- Biscayne Bay respondents were less likely than University Park respondents to report that they were satisfied with the Customer Service they received from the Cashier's Office ($M = 3.16$ versus 3.46)

V. CONCLUSIONS FROM THE SPRING 2002 *STUDENT SATISFACTION SURVEY*

Over 1500 Florida International University students responded to the Spring 2002 *Student Satisfaction Survey*, representing over 5% of the total degree-seeking student population. Responses to the 2002 *Student Satisfaction Survey* increased by almost 700 responses from the 2001 *Student Satisfaction Survey*. Responses to the 2002 *Student Satisfaction Survey* varied by gender, race/ethnicity, college/school, and class level.

The *Student Satisfaction Survey* was composed of seven subscales: Academic Issues, Campus Environment, Campus Life, Communication, Services, Safety, and Emergency Procedures. Respondents reported the highest levels of agreement toward survey items on the Academic Issues subscale. Respondents reported the lowest levels of agreement toward the survey items on the Communication subscale.

Included in the survey was a list of experiences that students might have during the academic year at FIU. Some of these experiences were positive and some were negative. Respondents were asked to report on their experiences during the previous 12 months at FIU. The top five experiences reported by all respondents were: “Developed a social relationship with a classmate” (72%), “Had the opportunity for extra credit in one of my classes” (57%), “Had a positive experience with group projects” (47%), “Had to use a dirty restroom on campus” (45%) and “Had an unpleasant interaction with Student Services Staff (Admissions, Financial Aid, Registrar’s Office, etc.)” (42%).

Respondents were also asked to report on their perception of the treatment of the protected classes at FIU (age, disability, gender, national origin, race/ethnicity, religion and sexual orientation). Respondents were asked if they had been offended by comments from faculty/staff or students that had been directed toward students in these protected classes. Respondents were also asked to report upon discrimination from faculty/staff or students that they perceived as directed toward students of the protected classes. In general, the top responses to these survey items were comments or discrimination based upon race/ethnicity or national origin.

As expected, there were many significant differences between groups of students. Reported differences between gender groups focused mainly on safety issues, with females reporting more concerns about their personal safety on campus than males. Reported differences among racial/ethnic groups focused mainly on campus environment and campus life issues: food in the cafeteria, attendance at FIU events, diversity of clubs and organizations, and selection of cultural activities. Reported differences among age groups and among class levels (freshman, sophomore, junior, senior, and graduate students) focused on academic and space issues. Reported differences among colleges/schools focused on academic issues. Reported differences among campus groups (Biscayne Bay versus University Park) focused on a variety of concerns from academic and space issues to food and customer service problems, with Biscayne Bay students, in general, reporting more positive attitudes toward FIU.

Overall, students responded very positively to the items in this new survey instrument, most notably toward the items in the Academic Issues subscale. This survey can be utilized as a very important tool in determining areas that are satisfactory to students, and areas that need improvement. Respondents reported relatively high levels of agreement with the survey items that included classroom and academic quality issues. The area of communication is clearly an area that students are dissatisfied with. Since this is the first time this particular survey

instrument has been utilized, the responses to the 2002 *Student Satisfaction* Survey will serve as a baseline for the future.

APPENDIX A: STUDENT SATISFACTION SURVEY

Responses may not add up to 100%, as some respondents did not answer every question.

APPENDIX A

Student Satisfaction Survey, Spring 2002

ACADEMIC ISSUES:

1. In general, I feel that FIU meets my learning expectations.

	<u>%</u>
Strongly Agree	15.9%
Agree	55.8%
Not Sure	11.1%
Disagree	11.8%
Strongly Disagree	4.4%

2. My professors use relevant course materials (textbooks, handouts, videos, etc.)

	<u>%</u>
Strongly Agree	19.0
Agree	60.5
Not Sure	6.9
Disagree	9.8
Strongly Disagree	2.4

3. In general, my instructor's grading policies are clear to me.

	<u>%</u>
Strongly Agree	21.8
Agree	61.7
Not Sure	6.5
Disagree	6.3
Strongly Disagree	1.9

4. I am satisfied that I am given adequate opportunities to demonstrate my understanding of course materials,

	<u>%</u>
Strongly Agree	12.3
Agree	55.7
Not Sure	13.6
Disagree	
Strongly Disagree	3.3

5. In general, I feel that my instructors have a genuine interest in my learning.

	<u>%</u>
Strongly Agree	15.3
Agree	43.4
Not Sure	19.3
Disagree	15.5
Strongly Disagree	4.6

6. I am satisfied that my instructors have sufficient background knowledge for their assigned classes.

	<u>%</u>
Strongly Agree	31.3
Agree	47.6
Not Sure	9.4
Disagree	6.0
Strongly Disagree	2.8

7. In general, I feel that attending classes is an important contributor to my learning experience.

	<u>%</u>
Strongly Agree	47.2
Agree	34.8
Not Sure	7.1
Disagree	6.5
Strongly Disagree	2.4

8. I am satisfied that I have the opportunity to freely express my opinions in class.

	<u>%</u>
Strongly Agree	28.2
Agree	48.8
Not Sure	10.9
Disagree	7.1
Strongly Disagree	2.6

9. In general, my classes are free from disruptive students.

	<u>%</u>
Strongly Agree	24.8
Agree	48.2
Not Sure	8.0
Disagree	12.8
Strongly Disagree	3.8

10. I believe that working on group projects with my classmates has enhanced my teamwork skills.

	<u>%</u>
Strongly Agree	16.6
Agree	36.4
Not Sure	17.3
Disagree	18.0
Strongly Disagree	9.8

11. In general, I feel that required course materials are useful.

	<u>%</u>
Strongly Agree	12.1
Agree	48.5
Not Sure	16.5
Disagree	16.4
Strongly Disagree	4.5

12. I am satisfied with the diversity of courses offered in my major.

	<u>%</u>
Strongly Agree	14.6
Agree	38.1
Not Sure	12.9
Disagree	20.9
Strongly Disagree	10.7

13. Classes that I want to take are offered on a consistent basis.

	<u>%</u>
Strongly Agree	6.1
Agree	27.4
Not Sure	10.3
Disagree	34.8
Strongly Disagree	19.7

14. My major allows me the opportunity to participate in research with a faculty member.	<u>%</u>	21. I am satisfied that there is a diverse selection of food available in the cafeteria.	<u>%</u>
Strongly Agree	9.3	Strongly Agree	9.9
Agree	24.0	Agree	34.4
Not Sure	38.8	Not Sure	13.4
Disagree	18.0	Disagree	20.8
Strongly Disagree	7.6	Strongly Disagree	19.3
15. My major allows me the opportunity to participate in field experiences.	<u>%</u>	22. I am satisfied that the sizes of the recreational facilities are adequate given the number of students on campus.	<u>%</u>
Strongly Agree	18.8	Strongly Agree	8.5
Agree	33.8	Agree	36.7
Not Sure	25.4	Not Sure	21.8
Disagree	12.6	Disagree	21.7
Strongly Disagree	6.8	Strongly Disagree	8.6
16. I am satisfied with the number of students in my classes.	<u>%</u>	23. I believe that it is important to show support by attending FIU events.	<u>%</u>
Strongly Agree	13.3	Strongly Agree	21.8
Agree	53.1	Agree	44.4
Not Sure	6.5	Not Sure	17.3
Disagree	16.6	Disagree	10.1
Strongly Disagree	8.5	Strongly Disagree	3.5
17. I am satisfied that there is sufficient seating/space in my classrooms.	<u>%</u>	24. I feel that I am kept informed of student government's actions/accomplishments.	<u>%</u>
Strongly Agree	15.5	Strongly Agree	4.2
Agree	45.9	Agree	20.1
Not Sure	5.8	Not Sure	21.8
Disagree	19.8	Disagree	33.7
Strongly Disagree	10.3	Strongly Disagree	17.4
CAMPUS ENVIRONMENT		25. I am satisfied that student government has been effective in implementing changes.	<u>%</u>
18. I feel that FIU provides enough spaces for students to relax on campus.	<u>%</u>	Strongly Agree	2.5
Strongly Agree	19.4	Agree	12.9
Agree	45.1	Not Sure	54.4
Not Sure	9.6	Disagree	17.3
Disagree	16.5	Strongly Disagree	9.5
Strongly Disagree	7.6	26. I am satisfied with the diversity of campus clubs/organizations.	<u>%</u>
19. I feel that FIU provides enough places for quiet study on campus.	<u>%</u>	Strongly Agree	11.7
Strongly Agree	16.1	Agree	43.7
Agree	43.3	Not Sure	29.1
Not Sure	10.0	Disagree	8.5
Disagree	19.7	Strongly Disagree	3.6
Strongly Disagree	9.2	27. I am satisfied that I have the opportunity to actively participate in campus clubs/organizations.	<u>%</u>
20. I am satisfied that the pricing of food at FIU is economical for students.	<u>%</u>	Strongly Agree	15.0
Strongly Agree	4.2	Agree	46.2
Agree	26.3	Not Sure	24.6
Not Sure	16.1	Disagree	7.1
Disagree	27.8	Strongly Disagree	3.5
Strongly Disagree	23.9		

28. I am satisfied with the selection of cultural activities at FIU.	<u>%</u>	35. the Registrar's Office	<u>%</u>
Strongly Agree	12.4	Strongly Agree	12.6
Agree	42.0	Agree	49.0
Not Sure	29.1	Not Sure	11.3
Disagree	9.0	Disagree	14.4
Strongly Disagree	3.3	Strongly Disagree	9.7
COMMUNICATION:		36. the Cashier's Office	<u>%</u>
29. I am satisfied that FIU promptly communicates the status of emergency school closings.	<u>%</u>	Strongly Agree	13.1
Strongly Agree	18.1	Agree	51.5
Agree	44.9	Not Sure	11.9
Not Sure	13.9	Disagree	11.4
Disagree	12.9	Strongly Disagree	8.5
Strongly Disagree	6.0	37. the Advising Center	<u>%</u>
30. I am satisfied that the FIU administration efficiently informs students of policy changes.	<u>%</u>	Strongly Agree	10.3
Strongly Agree	4.7	Agree	31.2
Agree	25.1	Not Sure	24.5
Not Sure	22.6	Disagree	15.9
Disagree	27.9	Strongly Disagree	14.6
Strongly Disagree	16.0	38. the advisors in my major	<u>%</u>
31. I am satisfied with the amount of publicity that accompanies campus events.	<u>%</u>	Strongly Agree	21.2
Strongly Agree	5.4	Agree	37.1
Agree	29.5	Not Sure	16.8
Not Sure	27.1	Disagree	11.3
Disagree	23.4	Strongly Disagree	10.5
Strongly Disagree	10.5	I am satisfied with the customer service I have received from:	
32. I am satisfied with the timeliness of publicity surrounding FIU events.	<u>%</u>	39. the Financial Aid Office	<u>%</u>
Strongly Agree	4.3	Strongly Agree	10.7
Agree	31.1	Agree	35.9
Not Sure	33.9	Not Sure	22.5
Disagree	18.9	Disagree	14.2
Strongly Disagree	7.8	Strongly Disagree	13.1
33. I am satisfied that I have an adequate forum at FIU to express my concerns.	<u>%</u>	40. the Registrar's Office	<u>%</u>
Strongly Agree	4.0	Strongly Agree	11.9
Agree	23.4	Agree	47.2
Not Sure	36.1	Not Sure	11.8
Disagree	20.0	Disagree	14.6
Strongly Disagree	12.4	Strongly Disagree	11.4
SERVICES:		41. Cashier's Office	<u>%</u>
In general, I receive correct information from:		Strongly Agree	12.6
34. the Financial Aid Office	<u>%</u>	Agree	47.3
Strongly Agree	11.5	Not Sure	12.3
Agree	35.0	Disagree	13.2
Not Sure	23.6	Strongly Disagree	11.2
Disagree	14.6	42. the Advising Center	<u>%</u>
Strongly Disagree	11.7	Strongly Agree	13.2
		Agree	33.4
		Not Sure	23.3
		Disagree	14.0
		Strongly Disagree	12.3

SAFETY:		50. I am confident in FIU's ability to carry out emergency procedures in the following areas:	
43. In general, I feel safe on campus after dark.	<u>%</u>	Bomb threats	<u>%</u>
Strongly Agree	19.7	Confident	38.7
Agree	48.6	Not Sure	41.1
Not Sure	13.4	Not Confident	16.9
Disagree	9.8		
Strongly Disagree	4.7	Fire	<u>%</u>
		Confident	56.7
44. I am satisfied with the outdoor lighting on my home campus.	<u>%</u>	Not Sure	30.4
Strongly Agree	12.9	Not Confident	9.6
Agree	42.0		
Not Sure	18.0	Physical injury or sickness	<u>%</u>
Disagree	15.9	Confident	49.5
Strongly Disagree	6.4	Not Sure	37.0
		Not Confident	10.2
45. I am satisfied with the number of emergency call boxes on campus.	<u>%</u>	Traffic accident on campus	<u>%</u>
Strongly Agree	9.0	Confident	57.2
Agree	31.6	Not Sure	31.3
Not Sure	28.8	Not Confident	7.9
Disagree	18.1		
Strongly Disagree	8.4	Emergency weather conditions	<u>%</u>
		Confident	66.4
46. I am satisfied that my car is secure on campus.	<u>%</u>	Not Sure	21.1
Strongly Agree	13.3	Not Confident	9.0
Agree	49.1		
Not Sure	17.1	EXPERIENCES:	
Disagree	11.2	51. Please indicate which of the following experiences you have had in the previous year at FIU (Check all that apply).	<u>%</u>
Strongly Disagree	5.1	Attended a campus play	23.0
		Attended a concert on campus	26.3
47. In general, I feel comfortable with the presence of police officers on campus.	<u>%</u>	Attended a multicultural event	41.1
Strongly Agree	25.0	Attended a movie on campus	28.9
Agree	51.6	Attended a sporting event	29.2
Not Sure	9.4	Developed a social relationship with a classmate	72.2
Disagree	7.1	Felt a sense of isolation/disconnection to the campus community	34.3
Strongly Disagree	3.3	Had an opportunity to hear a faculty member discuss his/her original research	36.6
		Had an opportunity to work on a research project with a faculty member	14.0
48. I am satisfied with the response time of campus police to emergency situations.	<u>%</u>	Had a positive experience with group projects	47.2
Strongly Agree	8.5	Had a negative experience with group projects	42.0
Agree	23.3	Had the opportunity for extra credit in one of my classes	56.7
Not Sure	54.9	Difficulty locating classes in online class schedule	37.2
Disagree	5.9	Had an unpleasant interaction with Student Services Staff (Admissions, Financial Aid, Registrar's Office, etc.)	42.0
Strongly Disagree	3.1	Been offered illegal drugs on campus	3.9
		Had my vehicle vandalized on campus	6.4
49. I am satisfied that I would know what to do in an emergency situation on campus.	<u>%</u>	Had to use a dirty restroom on campus	44.6
Strongly Agree	9.8	Witnessed a violent act on campus (shoving, hitting, etc.)	6.0
Agree	33.6	Witnessed an incident of (what you believed to be) sexual harassment	5.3
Not Sure	28.5		
Disagree	17.0		
Strongly Disagree	6.8		

52. In the previous year at FIU, I was offended by a faculty/staff member making a comment that I considered to be degrading to someone's: (Check all that apply)		Race/ethnicity continued	%
age	2.9	Asian/Black	.3
disability (physical, learning)	2.4	Asian/Hispanic	.2
gender	5.8	Asian/White	.1
national origin	7.5	Black/Hispanic	.3
race/ethnicity	7.4	Black/White	.2
religion	4.0	Hispanic/White	7.5
sexual orientation	3.1	Other	10.7
		Other race/ethnicity:	
		Arab	
		Bi-racial	
		Brazilian	
		British/Jamaican/American	
		Cape Verdean	
		Caribbean	
		Continental African	
		Cuban/Cuban-American	
		East Indian/Caribbean	
		European	
		French	
		Greek	
		Haitian	
		Jamaican	
		Jewish	
		Latin/Latino	
		Middle East/Middle Eastern	
		Mixed	
		Multi-Cultural/Multi-Racial	
		Puerto Rican	
		Spaniard	
		Syriac	
		Trinidadian	
		West Indian/Caribbean	
		Western European	
53. In the previous year at FIU, I was offended by a student making a comment that I considered to be degrading to someone's: (Check all that apply)			
age	3.2		
disability (physical, learning)	3.3		
gender	5.8		
national origin	9.2		
race/ethnicity	10.9		
religion	6.9		
sexual orientation	7.6		
54. In the previous year at FIU, I witnessed discrimination by a faculty/staff member that I believed was based upon someone's: (Check all that apply)			
age	1.6		
disability (physical, learning)	.8		
gender	4.0		
national origin	4.0		
race/ethnicity	6.4		
religion	2.0		
sexual orientation	1.9		
55. In the previous year at FIU, I witnessed discrimination by a student that I believed was based upon someone's: (Check all that apply)		58. Please indicate your age	%
age	1.9	18 and under	4.3
disability (physical, learning)	.8	19-24	57.4
gender	1.9	25-30	20.7
national origin	1.7	31-34	4.9
race/ethnicity	2.8	35-44	6.7
religion	2.6	45-55	1.7
sexual orientation	2.5	Over 55	.3
		59. Please indicate your class level	%
		Freshman	8.4
		Sophomore	11.9
		Junior	24.6
		Senior	32.9
		Special student	1.0
		Graduate student	17.4
DEMOGRAPHIC ITEMS			
56. Please indicate your gender	%	60. Please indicate your current class load	%
Female	59.2	Full-time	73.2
Male	36.8	Part-time	20.3
57. Please indicate your race/ethnicity (Check all that apply)	%		
American Indian/Alaskan Native	.2		
Asian	5.2		
Black/African American	11.2		
Hispanic	43.3		
Native Hawaiian/Other Pacific Islander	.3		
White	19.1		
American Indian/White	.2		

61. Please indicate your current Grade Point Average (GPA)		68. I am	<u>%</u>
No credits earned	<u>%</u>	Single or Divorced with no children	68.7
1.99 or below	1.7	Single or Divorced with children	3.3
2.00-2.49	.6	Live with my partner with no children	6.8
2.50-2.99	6.6	Live with my partner with children	.7
3.00-3.49	20.5	Married with no children	6.9
3.50 or above	34.3	Married with children	7.4
	32.0	Other:	1.2
		Engaged	
62. Please indicate your sexual orientation	<u>%</u>	Long term relationship	
Bisexual	3.8	Have a partner, but we don't live together	
Homosexual	3.2	Live with gay partner	
Heterosexual	85.2		
Transgendered	.2	69. I am currently employed (Check all that apply)	<u>%</u>
		Not employed	28.5
63. I have a diagnosed disability	<u>%</u>	Part-time on campus	13.2
Learning disability	1.3	Part-time off campus	23.7
Mental disability	.5	Full-time on campus	2.9
Physical disability	.9	Full-time off campus	23.8
Not applicable	75.6		
		70. I am currently employed in a job relevant to my field of study.	<u>%</u>
64. Please indicate which campus you consider to be your home campus	<u>%</u>	Yes	34.2
Biscayne Bay	23.4	No	54.9
Broward	.8		
University Park	70.9		
		71. Please indicate the type of employer you work	<u>N</u>
65. What is the highest degree you expect to receive?	<u>%</u>	Accountant/Accounting	10
Bachelors degree	24.7	Administrative	4
Masters degree	42.9	Advertising/Public Relations	6
Doctorate or Professional degree	26.6	Airline Industry	5
Specialist degree	.8	American Express	1
Certificate	.3	Americorp	1
Other:	.6	Animal Hospital	1
More than one degree		Architecture/Landscape Architecture	5
CPA		Art Gallery	1
		Attorney/Law Office	44
66. I currently reside	<u>%</u>	Banking/Financial Institution	14
On campus	9.1	Bar/Club	2
I live in my own home	24.5	Beauty Industry	3
I live in a rented room, apartment or home	24.1	Bellsouth/Telephone company/Cell phones	4
I live with my parents	37.6	Bookstore	3
Other	.6	Broadcasting/Journalism	4
Live with my inlaws		Brokerage Firm/Investments	5
Other relatives		Building Automation Systems Contractor	1
		Business	2
67. About how far do you live from the campus of FIU that you primarily attend?	<u>%</u>	Car Dealer/Motorcycle Dealer	5
I live on campus	8.5	Caregiver/Child care	3
I live within one mile of campus	5.9	Catering/Restaurants	39
I live 1-10 miles from campus	30.7	Children's entertainment	1
I live 11-25 miles from campus	34.5	Church	1
I live over 25 miles from campus	15.3	City Government Office	9
		Collection Agency	1
		Communications/Telecommunications	10
		Computer/Internet/Software	26
		Concert Hall/Conference or Convention Center	4
		Construction	3
		Consulting	4

Employers continued	N		
Contracting	1	Advertising	18
County Government Agency/Office	3	Advertising & History	1
Credit Card company	2	Advertising & Public Relations	1
Cruise Line	3	African New World Studies	1
Dade County Public Schools	22	Anthropology/Sociology	3
Distribution Office	1	Architecture	9
Doctor's Office	13	Art	1
Educational Institution/Education	119	Art Education	3
Electrical Contractor	1	Art History & Anthropology	1
Electronics	1	Athletic Training	2
Elementary School	7	Banking & Finance	1
Engineering	8	Biological Sciences/Biology	30
Environmental facility	3	Biology Education	4
Exports/Imports	4	Biomedical Engineering	3
Federal Government	2	Broadcast Journalism	7
Film//Media/Newspaper/ Television	19	Business Administration	14
Florida International University	71	Business Administration & Finance	1
Freight	7	Business Administration & MIS	1
Gaming Industry	1	Business Administration & Management	1
Government Agency	16	Business Finance	1
Groceries	2	Business Law	1
Health & Fitness/Health Club	5	Business Management	5
Healthcare/Hospital/Hospice	35	Certification in Middle School Mathematics	1
Hospitality/Travel/Tourism	47	Chemical & Biomedical Engineering	1
Human Resources	1	Chemical Engineering	1
Insurance	11	Chemistry	13
Interior Design/Interior Decorator	2	Civil & Environmental Engineering	2
International Agency/Company	3	Civil Engineering	12
Law Enforcement/Public Safety	9	Communications	8
Library	7	Computer Engineering	47
Manufacturing	4	Computer Engineering & Computer Science	1
Marketing	4	Computer Science	45
Medical Devices	3	Computer Science & Music	1
Non-profit institution/agency	14	Computer Science & Philosophy	1
Pharmacy	4	Construction Management	5
Physical Therapy/Sports Medicine	4	Counselor Education	2
Psychologist	1	Counseling	1
Real Estate/Property/Housing	16	Creative Writing	1
Research	14	Criminal Justice	33
Retail	71	Criminal Justice & Political Science	1
Sales	2	Dance	2
Self-employed	4	Dietetics & Nutrition	7
Service Industry	2	Early Childhood Education	9
Social Service/Social Work	3	Earth Science	2
State Agency	3	Economics	11
Technology	3	Education	15
Title Company	2	Education/Specific Learning Disabilities	1
Transportation	4	Educational Leadership	1
Utilities	3	Electrical & Computer Engineering	1
Veterinary Hospital	1	Electrical Engineering	27
		Electrical Engineering & Mathematics	1
		Elementary Education	50
72. Please indicate your major	N	Emotionally Handicapped	3
Accounting	26	Engineering	5
Accounting & English	1	Engineering Management	4
Accounting & Finance	3	English	25
Accounting & Management	2	English & Art	1
Accounting & Women's Studies	1	English & Economics	1
Adult Education/Human Resource Development	2	English & Elementary Education	1

English & Anthropology/Sociology	1	Landscape Architecture	4
English & Marketing	1	Latin American & Caribbean Studies - M.A.	3
English & Women's Studies	1	Legal Psychology	1
English Education	5	Legal Studies	1
English Literature	1	Liberal Arts	2
English with Certificate in Pre-modern Cultures	1	Liberal Studies	6
Environmental Studies & Biology	1	Linguistics	1
Environmental Studies	15	Literature	1
Environmental Engineering	2	Management	7
Environmental Science	1	Management & International Business	2
Exceptional Student Education	1	Management & MIS	1
Exercise Physiology	3	Management Information Systems (MIS)	41
Exercise Science	1	MIS & Business	1
Family & Consumer Sciences	1	MIS & Finance	1
Finance	22	MIS & International Business	1
Finance & International Business	1	MIS, Management, & Marketing	1
Finance & Marketing	1	Marketing	9
Finance, Marketing & International Business	1	Marketing & International Business	3
Finance & Real Estate	1	Marketing & MIS	1
Fine Arts	3	Marketing & Management	1
Food & Beverage	1	Mass Communication	2
French	2	Mathematics Education	3
Geology	2	Mathematical Sciences/Mathematics	2
Health Administration	2	Mathematics & Computer Engineering	1
Health Information Management	4	MBA	16
Health Sciences	3	Mechanical Engineering	12
Health Sciences/Pre-Physical Therapy	1	Mental Retardation	5
Health Services Administration	13	Music	2
Higher Education	2	Music Education	3
History	7	Music Performance	1
History & Political Science	1	Nursing	14
History & Psychology	1	Occupational Therapy	3
History & Social Studies Education	1	Pharmacy	2
Hospitality Management	106	Philosophy	4
H.M. - Foodservice	3	Philosophy & International Relations	1
H.M. – Hotel	12	Photojournalism	1
H.M. – Travel & Tourism	16	Physical Education	1
Human Resources Management	1	Physical Therapy	5
ICAP	2	Physics	2
Industrial & Systems Engineering	6	Piano Performance & Business Administration	1
Industrial Engineering	8	Political Science	25
Industrial/Organizational Psychology	1	Political Science & Economics	1
Integrated Communications	2	Political Science & Education	1
Integrated Marketing Communications	1	Political Science & International Relations	2
Interior Design	3	Political Science & Mass Communications	1
International Business	27	Pre-dentistry & Biology	1
International Business & Human Resources	1	Pre-law	1
International Business & International Relations	1	Pre-law & Psychology	1
International Business & Management	4	Pre-med	1
International Business & Marketing	2	Print Journalism	1
International Business in MIS	1	Psychology	51
International Development Education	1	Psychology & Counselor Education	1
International Hospitality Management	1	Psychology & Education	1
International Relations	30	Psychology & Pre-med	1
International Relations & Environmental Studies	1	Psychology & Women's Studies	1
International Relations & Journalism	1	Public Administration	14
International Relations & Political Science	1	Public Health	6
International Relations & Public Administration	1	Public Relations	17
International Studies	1	Public Relations & Public Administration	1
Journalism	8	Religious Studies & Philosophy	1

Majors continued	N	
Religious Studies & Sociology	1	Cheerleading
Restaurant Management	2	Chemistry Club
School Psychology	2	Choir
Science Education	1	Christian Intersivity Fellowship
Social Sciences	1	COLSA
Social Studies Education	7	Crew
Social Work	15	Crossroads
Social Work & Psychology	1	CSA
Sociology	5	Cultural clubs
Spanish	2	Dance club
Spanish & Elementary Education	1	Dance marathon
Spanish Language Journalism	1	DASO
Special Education	2	Dean Heise's Advisory Council
Specific Learning Disabilities	7	Engineering club
Speech Language Pathology	2	Engineering Student Council
Sports Management	4	ESA
Statistics	3	FEA
Taxation	2	Financial Management Association
Teaching Certification	1	Fine Art Student Association
Technical Theater	1	FIU Boxing
Television Management	2	FIU Judo Club
Television Production	2	FIU Pre-dental Society
Theatre	1	Golden Key
Theatre Education	1	Gospel Choir
Visual Arts	3	Graduate Student Association
Visual Arts & Liberal Studies	1	HFTA
Vocal Performance	1	Hispanic Student Association
Vocational Education	1	Hockey Club
Women's Studies & Psychology	1	Honors College
		Hospitality Management Student Club
		Humanities Club
73. Which of the following campus clubs or organizations are you involved with (Check all that apply)?	%	Information Technology Society
Fraternity or sorority	5.7	International Relations Club
Honor society	17.7	Inter-varsity Christian Fellowship
Professional association	11.2	Intramural
Student government	4.0	International Students Association
Other:		International Student Scholars Club
Association of Cuban-American Engineers		Invitational Scholars
ACE, IEEE		Kiwanis
ACM		Les Amies du Vin (Wine Club) and Gourmet
ACS Chemistry Club, SCUBA Cats, MMRU Society		Marine Animal Rescue Society
ACSE		National Organization for Women
AGAnime		National Residence Hall Honorary
Alternative Spring Break, Center for Leadership and Civic Responsibility		National Scholars Association, COLSA
Alumni Association		NSSLAH
Amnesty International		Panther Power
Asian Student Union		PEACE
Athletics		Peer Advisor
BABMC		Phi Alpha
BMES, ASME		Phi Chi
Campus Advent		Pingpong Club
Campus Bible Fellowship		Roteract
Campus Crusade for Christ		Religious Club
Campus Life (SPC)		Residence Hall Association, Leaders in Residence
Caribbean Students Association		Rugby
Catholic Association		SCEC
		SEA
		SMART, HMSAI
		Society of Professional Engineers
		Society of Physics Students

Clubs & Organizations continued

SSSP

Stonewall

Student Alumni Association

Student Council for Exceptional Children

Student Dietetic Association

Students for Environmental Action

Student Newspaper

Student Organizations Council

Synergy

Taekwondo

Tennis Club

Theatre Club

Travel & Tourism Club

Venezuelan Student Club

Victim Advocacy Center

West Indian Students Association

74. What is the highest level of education that
your parents attained? (**Check one for each
parent**)

	<u>%</u>
Less than a high school diploma	11.5
High school graduate	30.2
Associates degree	12.1
Some college	16.7
Bachelors degree	29.7
Masters degree	16.6
Doctorate or Professional degree	7.9

75. How would you rate your political
preference?

	<u>%</u>
Very liberal	9.9
Moderately liberal	21.0
Somewhat liberal	9.5
Moderate	26.6
Somewhat conservative	11.1
Moderately conservative	7.2
Very conservative	3.5

APPENDIX B: COMMENTS FROM STUDENTS

Do you have any additional comments or suggestions? (Comments were edited for misspellings but not for grammar or content)

Academic Issues - Convenience

- Add more classes. It is impossible to find many classes in the core
- Classes required for a specific major should be offered during summer as well as fall and spring so people don't get left behind extra semesters to fulfill major requirements.
- Classes should be offered online. Classes should be offered on both campuses. More classes should be offered each semester, especially summer. This summer there is nothing anyone can take in the ICAP program.
- Class sizes are often too large.
- Courses offered ought to be switched around to give non-traditional students the opportunity to attend (outside the 8am-3pm time slots)...More weekend offerings...What was taught at 2 pm in the fall if re-offered in the Spring/Summer should be at 7 pm
- FIU should offer more opportunities for the people who attend school at night. Take a close look at accounting classes offered this semester (Summer 02).
- Help with making the class time frame a little more structured, for us single parents who live a ways from the campus and also hold a part-time job. I understand that it is not always easy to comply with every student's wish
- Holding a full time job, it is difficult to find classes that fit my busy schedule. My major is English. Would greatly benefit from online courses, or courses that are given only once a week - Saturday mornings, after 7:00 pm, etc.
- I am not satisfied with the variety of classes that FIU is now offering. Not everyone chooses to or can attend classes on the south campus. Both campuses are equally important and a wider variety should be offered for students who attend classes before 9 Am and after 3pm. FIU needs to become a bit more flexible and stop spending so much money on building structures that are not for the good of its students.
- I am quite upset that FIU seems to be a "full time"- "Day time" oriented college meaning that MANY of the classes I need to graduate are only offered during the morning and early afternoons. The selection of classes offered for a BA in Psych during summer semesters is horrible. I've had to take classes that I have/share absolutely ZERO interest in because of a timing convenience because I work full time and that was the only class available; this part is during SPRING/FALL terms.
- I am very disappointed at the lack of accounting classes offered at night. For two years I have tried to register for ACG 4101 and cannot get in because classes are full. I have complained to the administration and I don't even get a response back.
- I can suggest that there is some diversity in the courses offered. We enroll for some courses because they are the only courses offered. I think we could not claim specialization in one area because we take courses in different areas. I am a student from Computer engineering department and interested in networking. There are very few courses. I have to do some in networking and some courses in communications area. So at least for the forthcoming semesters Please hire some more good professors and provide some minimum resources for students like routers, hardware designing tools etc. I think the distance learning classes need some improvements.
- I think the university should offer courses and different times during the day so students who work are able to attend school without conflicting with their work schedule in order to make a living.
- I think there should be more classes at more times available.

- I've noticed this past semester a decrease in the available classes for my major. I've heard about all the cutbacks at FIU...but it doesn't help when I need to take a class this semester and it isn't offered (Human Anatomy, Int. Human Physiology).
- I was very pleased with the services and education provided by FIU until I tried to registered for three classes which, I was told, were not offered this semester because of budget constraints. It was very frustrating. Especially because Finance major students should be offered advance finance electives instead of management classes as electives. Other than that, I am very pleased and proud of being a FIU student.
- I would like to see more graduate classes offered on Saturdays.
- Large classes
- More class availability!!!!!!!!!!!!
- More classes should be offered during every term to accommodate the large number of students.
- More class selections.
- My suggestion is that you offer more classes, because sometimes the classes intertwine with each other and you have to wait a semester to take them.
- Need to offer afternoon and night classes for working people (the schedule is limited to morning hrs. practically.)
- Not enough classes are being offered and not at good times (such as evening and afternoon after 3:30pm).
- Offer more classes during the summer.
- Please offer more courses applicable to the Masters Program as advertised. It is very difficult to complete a program when the required classes are never offered or are offered at impossible times!
- Please offer more evening classes for working individuals and more Saturday morning classes as well.
- Please offer more of the required classes at times that work for full time employees and offer them at University Park.
- Public Administration classes are only offered on Monday & Wednesday nights
- School blows especially when it comes to registering for THE ONLY MATH CLASS AVAILABLE ALL SUMMER LONG AND IT FILLS UP PRIOR TO MY ONLINE REGISTRATION TIME...THIS WAS THE ONLY CLASS I NEEDED TO TRANSFER...NO OVERRIDES GIVEN AND I SURE AS HELL WOULD RATHER WAIT OUT IN THE RAIN TO BE THE FIRST ONE TO REGISTER SO I COULD AT LEAST GET A SEAT.....ONCE AGAIN THIS SCHOOL BLOWS!!! THANKS N U SHOULD MAKE THESE COMMENTS PUBLIC BUT I THINK WE ALREADY KNOW THE OUTCOME AND ARE AFRAID TO
- The last day to pay for classes should not be prior to even beginning classes!
- The priorities of this institution need to be focused on the students and their needs. Classes are not offered consistently.
- The psychology and biology classes should be smaller.
- There are not an equal number of balanced classes for specific campuses
- There are not enough courses offered after 5:00 pm.
- There are not enough evening classes for my major being offered at this time.
- The school should provide 12-week courses in the summer for "core courses" in a major. 6 weeks is not enough time to learn. When a class fills up during registration, another class should open up to accommodate the overflow
- Words to describe FIU= unorganized and over crowded classrooms. Class schedule choices were limited and often hard to schedule around work.

Academic Issues – Departmental

Art

- I just feel that the focus on the arts is very poor in this school. I am upset with the fact that art students must pay extra for studio courses when they are not given any materials. Therefore, art students must pay extra to take an art class
- (Name) from the Art Department is a professor that has psychiatric problems and behave like a clown. She should not be teaching, but following some kind of treatment. She makes fun of students and does not respect them. In general the art department is crap. They have no ethical standards and no limit in their reviews of student work. The full faculty should be change because they protect each other and no student is courageous enough to declare this. The university will be sue soon if this does not change.
- Why don't the art department's buildings have air conditioning!! Have you ever worked inside a room that feels like an oven for hours trying to complete an assignment?!!!?"

Architecture

- The staff in the Architecture department is not helpful or informed about the state of the school of architecture.

Business

- As an MIS major, it is a great challenge to learn Accounting. It is due not because of the subject, but because of the poor teaching by the professors.
- Do something for the school of business advising. In peak periods you have to start the waiting line at 6 am to have a chance to have an appointment the same day.
- FIU has one of the best Public Relations programs in the country yet they do a horrible job promoting the school. For example, during the Sun Belt Championship Game New Mexico and South Alabama aired commercials for their schools. FIU showed none.
- I am currently in the business school at FIU and there they teach use efficiency and good management skills. There are a lot of administrators and bureaucrats in FIU that should attend some courses there
- I am dissatisfied with the administration of the WBBA program. Although, I think the quality of the professors that teach in this program is superior to the regular program at night, I find that the administration is flawed by its director
- I am very disappointed at the College of Accounting (Business)
- I would like to see more lower level courses in Management Information System in FIU.
- Please stop making the Intermediate Financial Accounting Classes so difficult!
- The only concern I have about FIU is the amount of courses required to take based on the Major. For example Business majors, in my opinion, have too many extra classes to take (i.e. QMB 3200, 2 Accounting courses)....

Chemistry

- They should have more classes available in the Chemistry Dept. They tend to do once a year classes and that slows down some people. Every thing else FIU is number 1.

Computer Engineering

- As a full-time commuter student with full-time off-campus employment, I find that many of the courses I am required to take as a Computer Engineering major are not presented with adequate alternative times. This applies to both upper level and lower-division.

Education

- I was recruited Spring 2000 and brought into a program which did not actually yet exist (a self standing IDE doctoral program in College of Ed which was supposedly a PhD approved degree program), and after a year of fulltime study and no PROGRAM OF STUDY (although I requested support and was "put on hold") the program never came to fruition and I decided to transfer to another relevant major. I am not the only student this happened to, several other grad students left FIU because of this same issue. Not only are we losing doctoral students, but we are setting ourselves up for a potential lawsuit. This also sends the message that upstairs does not have a CLUE as to what is really going on downstairs.
- Please bring back the yoga classes the College of Education used to offer 3 semesters ago. Not only does it maintain physical health, but it can also be a very effective midday stress reliever for those students who spend an entire day at school.
- The College of Education does an excellent job at preparing us for the future.
- The scheduling here at FIU needs some work especially educational courses. They aren't offered enough.
- There needs to be more of an offering of Education classes for future math teachers! It is very important that these classes will be made available this summer session

Economics

- I asked my Microeconomics professor, (Name), a simple question in class because I saw that besides myself, others were confused as well. He made a rude/sarcastic remark, asking "Where have you been the last 15 minutes?" Then when I stated what the confusion was, he sarcastically said, "Well that's interesting," and continued on with his lecture. I think it's part of the professor's job to be concerned if the students are following him/her, and my professor obviously is not.
- I have been treaded recently very disrespectfully and unprofessionally by (Name), who is a professor at the College of Economics. Accordingly, since I still have to take another one of his classes next term in order to graduate, I hesitated on making my complaint. I feel outraged, sad and frustrated for such a treatment I received.

Engineering

- A library in the Engineering campus would be more useful to students. Create opportunities for more on-campus jobs in the Engineering campus.
- As a part-time student working a full-time job, I took numerous FEEDS courses offered by the engineering department. This is an excellent program that offers flexibility and convenience for student in similar situations. My most sincere thanks and praise.
- Engineering building needs more improvements, and I don't mean landscaping. We need more labs, and more classrooms, with more class times being offered for upper division classes.

- Engineering building on Flagler is not UP campus. Option not available as a campus. Not a single study room.
- Engineering Facilities are VERY inadequate. EAS building is very unpleasant and uninviting. Students don't participate in activities because "We" leave the building as soon as the class is over. No desire to stay after class. All students are concerned with quality of education. I'm the president of a student organization, thus I communicate very often with my fellow students. We wish we had more access to research and professional development.
- Engineering students need a quiet place to study. More classes need to be offered and professor to student ratio should be less.
- I am concerned with the engineering advisors...I don't understand when they speak and cannot communicate with them well.
- I am greatly disturbed by and dissatisfied with the fact that academics in the engineering campus did not seemed to be set at the highest priority. Cost-cutting starts and ends with the students' end of the straw - the chemical engineering program was cut, no graduate classes would be offered this summer, and graduate work contracts are to be put on hold. FIU administrative heads should remember that they are paid six-figure salaries for a reason and balancing the budget at students' expensive will not do. FIU is an institution of higher learning, not a profit seeking research lab, nor a political battlefield, and everything we do must be done to protect the interest of our students.
- I experienced tremendous problems due to the unfair treatment by the professor that teaches "Power Engineering" since he decided not to sign my Master's thesis, while using my skills and expertise in conducting further research in other areas, promising that once I am doing with the research he would sign my thesis. Too little help was offered by the college of engineering. Finally, the Ombudsman helped me obtaining my Master's degree. Now, that I am moving out of the country to continue my Ph.D., the fact that my thesis was never signed has a negative influence over my projection as a researcher. The fact that my thesis was never signed has a negative influence over my projection as a researcher. I have all my complains against that specific professor well document and at your disposition. Thank you!"
- Improve some facilities at the engineering campus.
- It is really upsetting to me that the civil engineering department only does research in the field of transportation, but not in the construction of infrastructure. What is the point in attending this school to study civil engineering if my knowledge is going to be limited to painting yellow lines in the streets. I really think that this school should be concerned about getting funding to improve the civil engineering department, instead of putting all its hopes and dreams into a heart valve. It's horrible that after paying that much in tuition there are classes such as construction management not offered.
- I wish there was some major changes in the Engineering building, it's really, really, really hard to study there since such a surrounding like the main UP library doesn't exist.
- I would like to have more classes offered for my major and different professors to choose from. We have in the CSE department about one professor teaching just one subject. Not much to choose from. There also aren't enough classes offered
- Once a professor was so violent and up-set because I walk in a little bit late on his class that his reaction was so overreacting and violent that I was forced to walk out his classroom. What is sad is that when I bring the situation to the Dean of the School of Industrial Engineering. He did so little. That his lack of authority over the professor forced me to change major.

- Professor (Name) in the engineering building is one of the worst teachers that I have ever had. I feel he doesn't care about students or his job of teaching the future leaders of this country. He should not be allowed to teach anymore in our university.
- The engineering campus and its students, staff, and faculty are isolated from the main campus. It is unfair that engineering students cannot enjoy the same social, cultural, and academic environment as students that have classes and do research on campus. In the last two years, I have only visited the main campus 3 to 4 times a month. Additionally, the shuttle does not run frequent enough.
- The Engineering Campus in 107 Ave and Flagler street has poor conditions for students to learn, recreate, study, research etc. It needs major changes and more building space. The extra parking lot was a good idea though.
- The engineering department should have not cancelled the Chemical Engineering program since it's a fast-growing program and comes as an inconvenience to many students.
- The lack of proper funding for mechanical major was the reason, why I could not interact with professors well because without an assistantship I could not work under any professor and hence I could not be properly guided during my Master's program. This in turn affected my G.P.A.. Originally I was a 3.8/4.0 GPA student. Because of the lack of proper guidance my GPA fell as low as 2.77 one semester. I feel very shameful to even discuss my GPA with other students.
- The MCSE program is completely disorganized for the amount of money that it costs. I thought that the MCSE program at FIU would be great since FIU is a wonderful school. I am very disappointed in the program and I feel I have been cheated.
- 1. There are not enough faculty in Electrical Engineering. 2. The Engineering building is completely ignored. It is ugly and not kept up. We don't have the same amenities available on the main campus. 3. The level of the education in engineering needs to get better. 4. We graduate to many people that are not good students.
- The study and relaxing places in the main campus are fine - actually very good - but the engineering building doesn't have any real study place.

English

- If it were not for the professors in the Creative Writing faculty, I would run away from this school as fast as possible.
- The English Department has an outstanding faculty. It is my second semester as a junior and I am absolutely blown away by the very knowledgeable and wonderful professors I've had a chance to earn from. To name a few, (Name), (Name), and (Name.)

Environmental Studies

- The Environmental Studies Department at F.I.U. provides a rigorous program that is well respected and is superior to programs offered at other nationally recognized institutions.

Health Services Administration

- I was disappointed in many faculty members who showed a lack of interest in the courses they were teaching however, once I began taking courses in my major (Health Services Administration), I was very pleased by the faculty's ability to make the classes very interesting. The faculty was always willing to help students and enhance their learning. Faculty members such as (Name), (Name), (Name), and (Name), within the School of

Policy and Management were the best professors I had in all my years in college and they should be applauded for all their efforts.

- They do not offer enough Health Services Administration courses in the semester, and to top it off and hours in which most people are working.
- This University desperately needs a clinic for students in all health/medical professions to practice.

Hospitality Management

- I don't understand how one of the Deans in Hospitality Management NEVER says hello when you walk by him or are in the same room, etc. He is the one that walks around the campus the most and if we are in the hospitality business, one would assume that he would at least look at you or smile. NO, nothing like this. He can enter a classroom where you are the only one inside and not say a word. I believe this is not what I expected from a Dean in a Hospitality Management University. I am very disappointed every time I see him. Shouldn't the Dean be someone we look up to?
- In general SHM programs are good. There are some excellent professors, who really make it a point of their duty to offer real life experience balanced with academics; e.g. (Name), (Name), (Name), (Name), (Name), (Name), (Name), (Name), (Name), (Name).
- I think that the School of Hospitality Management should offer more financial courses for the students.
- Tell Dr. (Name) to do more for FIU and to not think about himself. I also understand he took away one cooking course, which was a big mistake because it seems that he has forgotten that we are in the HOSPITALITY MANAGEMENT.

Marine Biology

- (Name) of the marine biology department told a student in front of the entire class that he didn't belong in college and was a pampered baby because he didn't have the same type of graph in a lab as the other students, and yelled at him, even though it's not his job to tell a student what he should and shouldn't be doing. I would recommend (Name) in the future control his temper and hint to the student, that full credit is achieved another way instead of being abusive. He also called the class unintelligent for not doing well on his tests instead of offering help, and made most of the students scared to ask for help. This professor should be fired and sent to counseling

Mass Communications/Journalism

- For the Mass Communications department: the classes offered are not flexible. I work full-time (9 to 5) and a mother, I need to take classes that are available after 5. I would like to earn my degree by December 2002, if classes are flexible. There have been times when I had to wait for the next semester to take a class that took place in the evening.
- In the Journalism program I would suggest better organization especially in the Spanish language program. The coordinator is not a native speaker and seems to have a problem with students of a certain background. She is not fair in assessing student's abilities
- In the time that I have attended FIU I realize that many improvements have been made. However, I am not without complaints pertaining to my own major (journalism). The track requirements were changed without notice and I was not even able to be "grandfathered" in to the previous track requirements. In addition, I have had to wait for the classes that I need to take to be offered at a time (during the day) that is convenient

for me, causing delays toward graduation. Most of the time they are offered at night. I know of other students in my major (and in other majors as well) who also have this problem. Also, why not offer more online courses in a variety of different majors? For that matter, why not offer a wide variety of courses in different majors at campuses other than south and Biscayne? I find that the university, in many ways, is reluctant to make things more convenient for the students. Considering how much time, effort, and money students invest in the university. Thank you for your time and for the opportunity to submit my comments and opinions.

- I think that classes should not be cancelled from the schedule before open registration begins, like a class I need was done for this summer. More classes need to be offered per semester for my grad major of Advertising and Public Relations. If not, it'll take me 6 years to graduate because FIU only offers 2 classes or so a semester. And all classes that are prerequisites of another requirement should be offered in the fall, that way beginning students do not have to wait a semester to begin classes.
- I would suggest trying to integrate the mass communication program at the south campus instead of just offering it at the north campus due to the fact that there are so many students who live near by and attend the University Park campus
- Offer more classes from the school of journalism and mass comm. to students at south campus. The drive is too long for those of us who live down south. I believe that most of the students who commute here from south campus would feel the same way. And if given the chance to take them over there as opposed to here, the classes down south would be full. I also feel this campus is unpleasant and desolate, not a typical college campus.
- The colleges and departments, especially the journalism department, needs to be more sensitive to the students needs. Class offerings are not adequate and delay the majority of the students in this department. Many complaints have been made from us
- They should offer mass communication classes every day at various times a day, especially nights.

Music

- There are currently some major problems in the administrative end of the School of Music. Many of the problems are a result of the extreme budget problems, but many of the problems are also related to the preferences and biases of the director.

Nursing

- I don't go to FIU no more. The Nursing Program didn't give me and many others a chance. They just turned us away.
- I suggest that you change the mandatory CLAST test to exclude students who transfer into FIU from lower level colleges with an associate of science degree in nursing
- The school of Nursing needs to be more organized in terms of assigning students their advisors

Occupational Therapy

- Please investigate the Occupational Therapy Program, especially Instructors (Name) and (Name).

Political Science

- I am a part time student, because I work 40 hours (sometimes more) a week. Lately I have noticed that the classes being offered after 6 pm for Political Science are very limited. For example, in Fall 2002 there are only 5 classes being offered after 6 pm.

Psychology

- More facilities are desperately needed. Psychology graduate students do not have offices or access to any additional computer labs. It is difficult to hold office hours when graduate students have no offices.
- Most of the full-time professors in the Psychology Department are wonderful and really know their stuff. You ask questions in relation to that, and I have no qualms.

Public Administration

- I was very disappointed in the number of classes that were offered in the last year for the Public Administration Masters Programs. Because of the lack of classes, I was forced to graduate later than expected (almost a year later)

Social Work

- In social work I was told you don't need Spanish or computers to be a social worker by some of the faculty.
- When I was in my other major (Social Work) I had a lack of respect with the some of the members of the faculty. These faculty members are no longer at FIU except two other members are still in the department. The head Secretary of the department in social work also is not very disrespectful with the students. In my new major in criminal justice. The secretaries are very helpful. And the professors are very respectful and are great teachers. Finally I found my Click. Thank God. :)

Statistics and Math

- I consider FIU to be a fine school but lacking in the math department. I find that the teachers (whether or not you can understand their English) don't know how to answer the questions that the students ask of them. They either show us a complicated formula or how "they would do the problem" but usually never explain "why" that formula or method is used in that particular case, or fail to do so when they try.
- I feel that there is a serious problem throughout the math department at FIU. From all of the math teachers I have had, none have appeared to care about the students. They come in to the classroom with a blank expression on their face
- The professors in the Math and Statistics Departments are the worst teachers I have ever had to deal with. They cannot effectively teach and do not have a true concern for their students education. Specifically Prof. (Name) and (Name) from the Statistics Department.

Academic Issues – Environment

Academic Quality:

- Be more selective about students that enroll in FIU. Some of them give our school a bad name.
- I believe that it should be difficult to get an "A". In the past I have seen students do hardly any work and turn in low quality assignments and still get an "A". These are the same students who make nasty comments about good professors who require superior work to make good grades. It is amazing how much cheating goes on at FIU and it seems that no one is getting caught. The bad students, many of whom are making good grades because of low standards, are quick to complain about good professors.
- If this school is ever to achieve a higher academic rating and be at least a second tier school, we need to focus on tougher graduation requirements and weeding out the people who do not belong in college in the first place
- Increase minimum standards for incoming freshmen. Some people are too dumb to be here.
- I think FIU is a great school for academic success but I also think that it is not fair that anyone can get in. I strongly believe that the criteria and expectations for a student to be accepted should be raised. Too many students are at FIU and it is too crowded. If students are not in school to succeed and fail out it just takes away from the ones who really deserve the right to an education at the college level.
- I think FIU should be more selective on the caliber of students it accepts. Most of my fellow students are very immature, acting as if they are still in high school. Oftentimes the teachers cannot control the student's rude behavior.
- I think the minimum GPA is too high. It should be a 1.75 or a 1.5
- I think this school NEEDS to recognize that it is very behind in technology, that instructors need to provide UP-TO-DATE education. The education students are currently receiving would be great if they were going into the workforce circa 1970's. Faculty are completely disconnected with the real world and are doing a utter disservice by calling what they are teaching as higher education. FIU to me appears more like a extension of High School. There appears to be more focus on growth then quality in FIU. It seems like the administration truly want students to care about FIU. It will not happen till FIU is something worth caring about. Respect is earned not persuaded into by appearing to be a large institution.
- Raise the academic standard of the university and stop prioritizing social/sports activities over education. They may be important, but they are not the raison d'être of a university.

Budget Cuts:

- Also I do not think that the students should be punished because of a budget crisis that was caused by trying to expand too quickly. We are the ones that keep money coming into this school and now we cannot even get a syllabus unless we print one out at home.
- FIU needs to cater to student needs. The budget cuts are outrageous and it is upsetting that the school's budget was cut by 5% yet President Maidique is getting a raise and we are building a new law school, while professors cannot even print out syllabi.
- I dislike the fact that our school president just got a huge raise, but the school is too cheap to get us paper syllabus. FIU is a cheap school where football is more important!!!
- I find it hard to believe that this university is on a tight budget, considering the fact that students have to pay thousands of dollars for tertiary education.

- I find it ridiculous to have these budget cuts on school supplies and classes, yet the president has a brand new house. (I'm sure it has top of the line furniture, electronics and appliances.) He got a salary raise and has several nice expensive cars. I am very worried about the financial situation here at FIU. I believe less money needs to be spent on administration and sports and more on academics. If these concerns are not met, this university will be in trouble in the coming years.
- If the school is going to give the president a new house and a raise, then they should be able to allot a printing budget. The lack of funds is very silly when there are many alumni in the area to ask for contributions
- I hope that budget cuts don't continue to affect us even more.
- I'm very upset how teachers are not allowed to make paper copies. There was a budget cut that created this - but they didn't cut the budget to get brand new computers (flat screen) in the library, and the president received a pay raise. I think the universities priorities are in the wrong place. I am also upset at the funding that the dance department receives. We barely had enough money to conduct our annual concert (which is an event that fulfills our graduation requirement). Plus, the 2 dance classrooms are on different parts of campus - with the dance department offices in another building. This is very disturbing since every other department is located in the same building (or at least next door). It's a shame that the department can't be updated slightly and be more pleasing for someone looking for a school to major in dance. The professors are excellent as educators but the facilities and school support is very degrading.
- Instead of spending millions on buildings, just provide your professors with the paper they need.
- I think that it is ridiculous that the president of FIU can get such a huge pay raise while the students and professors are not allowed copies for their classes or syllabi.
- I think that it's atrocious that the school has stopped giving the faculty paper on which to make Xerox copies. I don't know what you guys can do to fix it, but when you are taking away things like that it is just ridiculous. Is it going to get to the point where students are going to be required to bring their own chairs as well?
- I think that since FIU is in a financial crisis and they can't afford to give students syllabi, it does not make sense that they encourage the printing of numerous colored flyers that promote events, all of which end up in the trash or on the ground
- I was not pleased at the beginning of the semester when my professors told my classes that they could not pass out the syllabi but that we had to go online and print it out!
- Give us syllabi.
- Lack of syllabuses
- Lower administrative pay and maybe my campus won't suffer from a 12 million dollar budget cut. This would mean my classes would be able to give me syllabi, and I wouldn't have to bring my OWN paper to the registration office in order to print.
- Many students, including myself, feel that the budget problem was caused by the administration
- Many teachers this past semester had to pay for handouts out of their own pockets. I don't believe this is the correct treatment for teachers in this institution. Many students were hurt by these experiences.
- President Maidique should be ashamed of giving himself an \$80,000 dollar raise in this time of economic crisis.
- Students having to print their own syllabi is very inefficient and unprofessional in the verse of first day. Without the syllabus, we feel naked and we feel that the professor is unprepared.
- Syllabi

- Syllabi are more important than some new towels for the football team.
- The lack of concern for students at FIU is appalling. The fact that Pres. Madique received an \$83,000 raise, while the school took a \$12 million budget cut, forcing the faculty to not hand out syllabi is absurd. The financial planning in this school is terrible.
- The university is now forcing students to foot the bill of photocopies

General Issues:

- A friend of mine was given an incorrect grade during a summer session. this was due to the fact that she needed the signature of a professor for a form that the professor felt was an inconvenience to him. It took the professor approximately six months to sign the form.
- All professors need to tell their students to turn off their cell phones BEFORE they enter classrooms. It is extremely distracting. I am surprised that many people here don't even have minimum respect for others.
- Cell phones should be banned from classrooms because they create a big disturbance during class lectures and TESTS.
- CHEATING: I witnessed rampant cheating in a Operations Management class last year. Students came to the tests with a test from a previous semester shrunk and photocopied on their formula sheet. Because the teacher graded on a Bell Curve I received a C in the class. Extremely unfair for an institution of higher learning. The class consisted of over 100 students. Why aren't there assistants and professors going around the room checking for these kinds of things!!"
- Classes should involve more student discussion and group work. I feel that taking 3 exams does not properly evaluate what you have learned in a class and is therefore not a clear projection of what your grade should be.
- Credit should be given for work experience. I work in public health yet I'm required to do 300 hours. I think that is too much for someone who has the experience already. I could understand the need if I were a novice. Further, the depts. need to make it clear to the students re the length of time involved so that we can pace ourselves. I was not given any info., although, I did speak with and met with my advisors. Eventually, I went ahead and started the internship on my own.
- Extra credit opportunities should be available for all students. My current class has several venues for extra credit, only they are for full-time students.
- FIU needs to really start listening to the needs & issues that students have when it comes to academics. Whether it's about class size, grades, personal issue's, and especially the issue about competent professors-there needs to be more professor's who know what they are doing and to not make students feel dumb or alienated. From what I understand the classes we take are to learn, I'm sure that it's not to waste time or money. I think that FIU needs to really look at not only the credentials of a professor but they need to know if they can actually teach. Especially with the teachers in the math department. I am not trying to point fingers but a lot students have problems with the professors in this department, so maybe that is one area that should be looked at. Thanks.
- FIU should open up more research opportunities and the professors should be more open in what they expect from the students in their research.
- Good University. Must do more reference monitoring the lecturers, esp. with regards to the necessity of the books to the course
- I don't think that FIU has ever TRULY challenged me in any way, in any of my courses
- I feel that FIU, although a good school and an inexpensive school, is lacking in several areas. Their teachers, faculty and staff need to be trained in acting appropriately and how to deal with college students. Also, FIU is frequently behind the times and needs to be

brought into the new millennium. I am thrilled that I only have one more semester here and will no longer have to give my money to this school. Please-choose teachers based on ability and experience and a clear knowledge of the English language.

- I have been appalled by the lack of resources for graduate students at this university. As a recently established Research 1 university, there should be sufficient resources so we can conduct meaningful research and maintain the research 1 standing
- I have found it quite ridiculous that FIU strives to become a true research one university, yet does not support students or faculty in research initiatives.
- I've seen that very expensive textbooks are required and not used in class
- I wish that the professors would give more opportunities to make the grade instead of just two tests. If a student doesn't do too well on the first test, no matter what, the second test can't fully make up for it.
- My first attempt to be involved with (& only experience so far) campus organizations was with the Honors College Society. Very disheartening as I got the distinct feeling that it was a club based on the needs, desires, & schedules of the ""traditional"" (late teens/early 20s) student majority. Many of the activities are geared to that crowd/lifestyle & in my attempt to fit the membership requirements (accrual of points) into my schedule I was met with contempt & inflexibility from the society's President. Because of this I have not attempted to participate since.
- Overcrowded classes.
- Over ride policy should be consistent with every professor in every department.
- The administration at FIU could learn something from the administration at MDCC. The lack of course availability and the constant changes in the required courses makes it very difficult for a working student to graduate on time.
- The cheating on tests, and changing of the syllabus at the end of the semester by the professor is completely unacceptable especially when there is sufficient time left to finish it.
- There are some major core requirements that are not necessary as it was already learned in high school. This could be solved the same way the foreign language requirement is: By checking to see how many years of a specific course was taken in high school or having the student take a test to see if the student is proficient in it.
- What disturbs me the most is the cheating of this school. It is not fair game and it sometimes seems that professors have lost the robust to control this problem. I know the school needs to grow and reach the 40,000-student goal.
- Yes, I have found it quite ridiculous that FIU strives to become a true research one university, yet does not support students or faculty in research initiatives. The university is now forcing students to foot the bill of photocopies, etc by making students print out the syllabus and other reading materials for classes, while at the same time increasing tuition rates. Students wishing to present at national and international conferences are not afforded any type of financial support. This in turn forces students to seek out other affiliations and participate in these conferences under other institutional banners. Someone should wake up and realize that today's students have many choices and resources.

Group Projects:

- GROUP PROJECTS: Although I understand they are necessary, I find them to be so burdensome. As a part-time student with a full-time job, I cannot meet with fellow classmates easily. Also, if one or more of the team is not pulling their weight, some professors don't care. I have had to take a lower grade at times because of this.
- I don't like Group Projects!

- I'm not a big fan of group projects. I know the teachers mean well by having us in group project. But I am not as normal student. I live in Coral Springs, which is about 30 miles away. I work about forty-fifty hours a week to be able to pay my bills and tuition. I am taking fifteen credit hours this semester. I can't afford to have my grade altered because I don't have time to meet with a group who isn't as time efficient as me. It ultimately affects my grade because I need to work around other peoples schedule as if mine isn't already difficult enough. I think we should be graded on our performance not our group partners. There are too many kids who don't know how to budget their time and it affects a lot of people.
- Less group projects.
- My only real complaint is with the EXCESSIVE amount of courses that involve group projects.

Academic Issues - Faculty

General Issues:

- Do not offer classes with poor professors just to meet class offering requirements. We appreciate classes in which we learn.
- Faculty needs to work together to better the service for the students.
- FIU has great professors.
- Have professors use more alternative authentic assessments (AAA) and teach to different learning styles or use different teaching styles such as a constructivists approach(which allows for greater interaction and ownership in learning) as opposed to assigning 20+ page papers and 50+ question tests and just lecturing in class.
- I am HIGHLY disappointed with the classes and professors at FIU. As a graduate student, I expect my teachers to fully understand what they are teaching and to communicate well with their students. Both expectations have not yet been met...
- I am EXTREMELY DISCONTENT with the incredible limitations students have to accurately assess the performance of their faculty in the classroom environment and within the culture of their specific schools. The annual scantron teacher evaluations ONL I am VERY discontent with the faculty in the Landscape Architecture program in the School of Architecture. We have two faculty members – (Name) and (Name) out of the total of three faculty members currently teaching who handicap the learning processes of the student body and create discord between students and faculty. (Name) is disrespectful, unprofessional, and shows no interest in his students. He consistently uses classroom-time to discuss his negative opinions about architects, in general and about other faculty members. In addition, he constantly goes off onto tangents talking about his childhood experiences that have ABSOLUTLEY no relevance to our topic of study. Because of his antagonistic personality, he is DEFINATELY NOT open to discussion or dialogue about understanding or delivering the students' expectations or the basic requirements for a course. Every course I have taken with (Name) has been a waste of money and time because I have not learned anything - a consensus I share with all my peers
- I appreciate the efforts FIU is making towards continuous improvement. I suggest to pay more attention to some professors that are not good enough for the positioning FIU wants to achieve.
- I believe that some faculty members should learn to be good mentors with fellow students. Some faculty members just do not respect the students at all.

- I don't think professors should teach the course if they can't attend the campus and don't treat the students with equal importance. After all we do pay the same amount.
- I find the faculty to be excellent over all at FIU.
- I have been strongly offended and disrespected by Mr. (Name) in both personal and in his grading. Mr. (Name) has gone too far projecting his matters and moods at me...
- I have found that some teachers (not all) are not interested in whether you pass. I feel that some teachers look down upon the students in terms of how responsible and interested in learning they are.
- I have noticed that although there are a lot of teachers that do care, there are also a lot that don't care. In my Chemistry and Society Class the teacher picks on one kid for all kinds of stupid things, but when other students do the same thing, they are not picked on. I don't think it has anything to do with gender, race or class, I just think the teacher has something against him for no reason.
- Incident with professor admonishing students for their evaluation of him. Stated it was not important how low he was graded since he was "tenured" and the university could not fire him. This man is a leader in his field and was insulted on having to teach an undergraduate class and made it clear from day one. I am now finished with my BS degree and this one incident has demonstrated to me that the students and not the leading interest for the university. I will go elsewhere for my Masters.
- In the Approaches to Literature class as well, my professor would always contradict all of the student's opinions.
- In the program I am in there is a certain professor, which I have had for three courses now. In every course everyone gives this professor a very poor evaluation and nothing ever changes. I am almost done with the program, so it won't affect me any, but the other students who are just starting the program will have to deal with this professor. The professor is very knowledgeable, but doesn't know how to teach the material or how to prepare us for tests.
- I think FIU needs to work with their professors on how they teach. Some of the professors on campus impress me on how much they know about the subject at hand, but it is the communication of ideas where they fail. Most teachers at FIU fail to communicate
- I think that FIU being an institution that has and wishes to attract international students as well as keep commuter students. It would be in the university's best interest to be more selective in picking out its academic staff
- I think that FIU should be a lot more aware of how and what their teachers, professors or instructors are teaching. I took geometry for education class. I think that the teacher's way of teaching the subject was horrible
- I think that the professors at FIU show little regard for student's learning. They are more interested in how the class does overall. It's sad really. But I for one am taking classes at other schools and transferring them in because of most professor's inability.
- I think the faculty should be a little bit more understanding with the older students who are starting a second career. Some of us have a lot to offer in the field we are studying.
- It is very important that faculty tries to interact with students just by a simple good morning, especially in the hospitality area.
- I've come across terrible professors many times through my years in school. I hate to say this since I've also loved other teachers in the past, but I really do wonder if the university takes the professor's evaluations seriously

- Many of the Professors have such poor teaching skills that it makes facilitation of learning nearly impossible for students. How are we supposed to learn if half the professors can't communicate ideas clearly or in an organized manner? Also, they should have to pass an oral exam, and if they already do, it should be made more extensive.
- More emphasis needs to be placed on the quality of academics and the quality of educators hired by the university.
- Most of my instructors spend too much time catering to students who do not do their work. This is seriously wrong and prevents properly prepared students from exploring the finer points of interest. In other words, we are not getting everything we can from our instructors.
- MOST professors really care about students.
- Overall, I've had a relatively good experience at FIU. The professors in both the International Relations and Philosophy Departments are fantastic. I feel very fortunate to have been able to learn from them
- Professors may know a lot about their field of study but they often do not necessarily know how to project it in a teaching situation, which for us students creates quite a problem.
- Professors often get on a soapbox about their political beliefs, which I feel is wrong.
- Professors should be more communicative
- Professors should not force students to buy textbooks that will not be used in the class except for the purpose of using them as a tool to give problems for homework. Example MAP 2302 with (Name). Professors should make answers to homework problems easily accessible to all students. Homework is supposed to work as a tool for enhancing a student's understanding. Not as a crippling agent towards the student's grade in the class. Professors should not harass students about their attendance in the class. The university is providing a service to a customer (the student) and if he/she chooses not to attend classes he/she should not be penalized for attendance. If a professor chooses to reward students that attend then that is his/her prerogative.
- Professors should show more interest about teaching (or at least pretend because we can tell they don't give a hoot). So, they are busy with their research and so on, but so are we, with our own jobs and lives. So that shouldn't be an excuse, right?
- Some of the teachers are not teachers. How is it that a teacher would take about two weeks of classes to cover a review and then take one class period to cover four sections of new material that was never covered before. How is it that after one entire semester the teacher would not know the names of the students in her class which consists of about thirty students, unless she does not care one way or another if the course material is learned especially if she does not even find out if the subject is understood before moving on to another chapter even after students have asked her to explain it over. Teachers who receive good evaluations should be given more classes to teach. On the evaluation sheet, it should be asked whether or not any knowledge was acquired from the class and whether or not the teacher was good in teaching the course.
- Some faculty members at FIU need to show more respect towards students and be more attentive to their needs. I have encountered NUMEROUS faculty members at both the Biscayne Bay and UP campuses who were completely rude and unhelpful. I was extremely offended by the treatment I received by employees at FIU.
- Some professors are downright rude towards students having difficulty, so much so that I have recently witnessed someone being so embarrassed that the individual did not return to class.

- Some professors at FIU do not show respect for students' opinions at all. I would say, some (professors) are very unprofessional and have lost their objectivity in teaching what they are supposed to.
- Some professors because they have tenure, are getting away with murder at the expense of the students they are supposed to be serving, such as having graduate students make up exams
- Teachers like (Name) should be avoided!
- The University faculty is demoralized by the internal politics at the university. This is not just within my major area, but in departments across the university. It is affecting the classroom environment. Professors are putting in their time, not building relationships with students or others in the university. You have a cadre of older faculty members that once they are gone will take what seems to be the heart of the organization with them. The university needs to make instruction and student development an important function of this university at some level. Even the focus on research can be given a more community-oriented student friendly spin with the right approach. This will become a systemic problem for alumni affairs, no loyalty by university to students will equal no loyalty by students to the university in the future.

Language Issues:

- All teachers should be able to communicate well to the students; students that learned English as a second language must take the TOEFL...why shouldn't the professors?
- Get employees and teachers to understand English and be sure that they can speak it before you put them in a classroom and charge students to attend their classes.
- I filled out this entire survey to say this: Something needs to be done about the teachers. I am in no way offended by the vast diversity on campus, it's a beautiful thing, but when you have a teacher whose accent is so prevalent that they can't be understood...
- I think that in order to teach classes at FIU there should be a requirement for English classes. There are too many teachers who cannot speak the language.
- Please hire professors who speak CLEAR ENGLISH.
- Professors often do not speak English or hardly if so.

Administrative Issues – Advising

- Advisors in my major have not been helpful on informing students of any policy changes. I am going to be held back a whole year from graduation because an advisor did not give me adequate information concerning the courses that I needed to take and new policies that were implemented.
- FIU needs to improve drastically in the area of advising and guidance.
- I had a really bad experience with my advisor. I sent her a lot of e-mails requesting appointments, but she is not available. Finally she said she would check on my records. Well, guess what! I'm still waiting for her to answer me. This was a month ago
- I think that the advisors for our specific majors should be better informed of any detail that deals with its students
- I think there are not enough advisors for my major and it is always very difficult to talk to them because they are always too busy with so many students.

- More emphasis should be placed on training advisors. They need to be able to cater to the specific needs of students and advise them as such.
- Sure thing, requirements for course work change too often, and advisors do not always give all the needed information to make wise well-informed decisions. Instead, I have found myself to have been misinformed and inadvertently misled into a quandary of problems and red tape on account of such advisement. Please teach advisors to state, " I don't know." when they truly don't. The advising is awful for freshmen. I'm already a year behind due to that I was told classes that did not count for my major.
- The advisors for the undergraduates have no clue on what they're saying to the students. I stopped listening to them after my first semester because they were telling me to take classes that I never needed. They wanted to make money off of me
- The chat online with an advisor has never worked for me. The one advisor on the BB campus is an inconvenience.
- We need more academic advisors who know what they are doing and are more readily available to students.
- You must really scrutinize the advising system. Lots of students hate it with a passion how they waste hundreds of dollars on classes they did not need to take or signed up for ones that they did not meet the prerequisites. Students trust fellow students more
- Your advisors and counselors should all be fired

Administrative Issues – Bookstore

- Books are too expensive in bookstore.
- The bookstore does not treat students as customers. They take advantage of the fact that we have to make purchases from them. The prices are also unreasonably high. I've ordered books required for classes that have never come in
- The on campus bookstore is TERRIBLE! I refuse to step foot in there again the customer service is horrendous. From now on I am going to purchase all my books online and I will advise all my friends to do so its inexpensive, you don't have to deal with the non customer oriented staff that they have. I'm not sure if FIU is directly connected to the bookstore, but it should look into their services. I work for a school bookstore so I know how it is, but the managers and staff are the worst. They should learn the fraise "the customer is always right" if not always at least some of the time.
- The prices at the bookstore are exorbitant, and the staff could improve on their willingness to give refunds and take certain returns. And the bookstore on UP campus is very expensive. Why?
- The pricing at the bookstore is not very student friendly.

Administrative Issues – Career Services

- The Career Center should be removed because it does not serve its purpose. The few times I have been there, my experiences have been negative and have left more discouraged than when I arrived. Guidance and describing job outlook and opportunities for students is a need that in my opinion is not being met at this time in FIU.
- The internship workshop offered by career services was great.

Administrative Issues – Cashier’s Office

- I think the long lines at the cashier's office can be better managed. I even tried different days and the lines were long on each attempt. This term, I just mailed my payment. The downside to this, I had to keep checking on-line
- Staff of Cashier's Office was not helpful or efficient and extremely rude.
- The people in the Cashier's office and Registration need to improve.

Administrative Issues – Customer Service

- Customer service training might also be helpful for FIU employees.
- FIU has to improve its administrative efficiency and speed. Some administrative employees seem to be not competent enough for their job
- FIU needs to improve service at the "front desk" at Financial Aid and the Registrar
- FIU needs to start to emphasize customer service more.
- FIU strongly failed in what I expected from a college education. Their operations in handling paperwork is even worse than Dade County. FIU’s purpose was to convenience students working, and did absolutely the opposite.
- I also think that the level of customer service in several departments ex. Cashier's, Bursar's, Records and Financial Aid is that of a discounted store
- If I am paying to be serviced, (my tuition fees), why does FIU possess the keen ability to have the worst costumer service in the United States?
- I find it extremely offensive that there are members of your administrative staff that refuse to speak English in official administrations.
- I have twice found sets of car keys in the men's room at the engineering campus (EAS building). I then turned in these items to security, which spoke no English. I tried to explain to the guard that someone had left the keys in the men's room
- I hope the computer department pays more attention to the e-mail students. If there is a discrepancy correct the problem before it gets to complicated. I have a problem in my e-mail address and for more than two months I have been trying to contact the department.
- Improve non-teaching staff. They're lazy, and for the most part, incompetent. Did you source them from Publix?
- Improve phone systems to get through to the registrars office...better customer service skills.
- I'm VERY displeased in the way the administration runs student services (Financial Aide, Registrars Office, etc.) It's disorganized.
- In general, the departments at FIU seem disorganized, and this seems to be the origin of the problems I have witnessed with students and faculty records.
- I started attending FIU a year ago when I moved to Miami. The only negative things I've run into worth mentioning is the fact that some, not all, of the FIU employees have a bad attitude at times
- My experience with FIU has been a positive one, but I do think student services should be a little more helpful when interacting with the students.

- My issues with FIU have always been administrative. I have had problems with almost every student service office (financial aid, registrar, residency). The problem is always wrong information
- My time at FIU has been horrible. I came here from out-of-state and had previously attended a big ten school. I found FIU to be very disorganized. When I first got here I had problems with financial aid, registrar, immunization office
- Send a general memo out to employees in PC and GC which reminds them of serious actions that will be taken if repeated complaints are made about any particular person indicated rudeness, disrespect, racism or other serious complaint.
- Staffing in departments is ridiculous. Student workers are not helpful and everyone gives the run around. They are constantly losing confidential and important paper work. When I asked where my file was they laughed at me. No organization or competence
- Teach the staff from the Student Services Offices to be a little more polite and helpful with students needs. Also, teach them not to lose students paperwork and try to respond to the students needs in a timely matter.
- The customer service needs great improvement.
- The customer service needs to improve tremendously, especially in the advisement area, and student services.
- The school's information system is one of the worst I have ever seen. The poor customer service and mediocre job knowledge of the student service organizations (Registrar's Office, Admission Office) makes certain portions of school life a living hell.
- The staff that work in the cashiers office, registrars office, financial aid office, and advising are horrible people who do not wish to help out the students. They have bad attitudes, especially the young lady in the cashier's office who wears glasses!!!!
- The student employees in the information desk at GC were not able to give me correct information on how to locate the Office for the Honors College. When I asked them, they said " I think that's somewhere in PC, try there. I went to PC and it was not there.
- There are a few problems with the attitude of the staff members towards the students but no institution is perfect
- There is a lot of indifference to your situation from some of the social agencies on campus such as admissions, financial aid, etc.
- You need to fire most of the employees in registration and advising due to the nature of their attitude towards students in general. I am not the only one that thinks so and I hope that this survey proves me right.

Administrative Issues – Financial Aid

- Although I have only been attending FIU for one semester, I have found that the Financial Aid office and the College of Education's Field Placement Office are the two worst parts of attending this university
- Errors in Financial Aid dept have left me dropped from classes and homeless in the past. Their upper management needs vast improvement.
- Financial Aid Staff should tell the truth and not change give people different stories every time.

- I don't agree with Bursar's Office policies where they hold student money (financial aid, overpayment) for the length of the semester. Something needs to be done to speed up the process. Last semester I received my financial aid 2 weeks before the conclusion of the semester.
- I have had problems with the financial aid office giving me the wrong information on two occasions, which ended up costing me more money and leaving me short to pay for my classes, even after I asked before registering for my classes
- In my opinion, the department that needs the most serious revamping (and overall improvement) is Financial Aid! Time frames for loan dispersals have been, and continue to be, "GROSSLY" unacceptable!!!
- I think the financial aid department should be more considerate in giving out aid to students who cannot afford to go to school without government help. At times they are completely unfair to my situation and I most likely cannot attend school this fall.
- Please straighten up the financial aid department!!!!
- Research the financial aid disbursement method at other universities outside of the Florida system. The one utilized at FIU puts students at a economic disadvantage and creates undue frustration that interferes with the first weeks of every single semester
- There should also be more scholarship/grant money offered by the university and knowledgeable financial aid advisors.

Administrative Issues - Health Services

- Front desk at the health and wellness in UP had a rude/bothered tone on their voice and when I went in person, I heard them be rude to someone else on the phone. Going to see a doctor for the first time is a little scary, being greeted by rude people isn't nice
- It would be nicer and more convenient if the health services were connected to the rest of the school. In general, I find them difficult to deal with.

Administrative Issues - Housing:

- FIU Housing is also amazingly incompetent. RA's interfere with Public Safety Aides
- I am very disappointed in the fact that FIU has built a bunch of new housing facilities, fraternity houses (which we don't need) etc., but there is still not enough classroom space so that the majors can offer a bigger variety of classes at different times.
- Please consider lowering the housing rates. Almost \$3000 is really expensive for just a few months even with financial aid.
- University Park Apartments needs more lights. I feel very insecure walking from the library to the apartments at night, and this makes me not go to the library to study as often as I would like to.
- You should have more cameras in the halls of the dorms. I was assaulted by an ex-girlfriend, and nobody witnessed the crime.

Administrative Issues – Other

- Change the standards for the students to seek help if they are Learning Disabled

- FIU still has a long way to go as an "international" university. The school needs to improve upon breaking down the road blocks of on-campus discrimination, large classes, increased enrollment, lack of syllabuses, multiple parking tickets, in addition to tacky restrooms, lack of multicultural programs for students, and unqualified professors who are incapable of teaching class material. Once these areas are improved upon, the school should function a lot better.
- FIU has a lot of work to do to operate as a "Research I" institution. I have encountered more irritating obstacles here in the last 6 months than I did for my entire Master's program at another institution. There are more administrative hoops to jump through
- I am a transfer student in my 2nd semester at FIU. I feel that much important information that should have been relayed during the transfer process & orientation was missed. I would have preferred a whole day of orientation (rather than 1/2 day) so that I could find out this information before I needed it rather than spend the hours that I did ""fixing"" things after the fact. The list of things missed include: WebCT & email (what/how/where) general academic advising the library (layout, study areas etc) the campus tour was grossly inadequate (did not include the cafeteria, the gym, the wellness center, the administration offices, the computer labs, etc) Panther ID card - had to find out all this stuff on my own. I think that more could be done to support transfer students for many reasons: many of my instructors have made the presumption that all students in the class have been only at FIU & have had the same experiences; I have experienced similar presumptions at cashier's office & financial aid as well as my department
- I feel that psychological counseling, mentors or just someone to speak to, etc. need more positive advertisement. I as a student, would not know who or where to turn to if I needed help with any sort of mental issues that may be affecting my grades.
- Lack of organization by the administration.
- One problem that has remained the same is that where ever you call on campus, you talk to a machine
- Thanks to FIU's sloppy administration, my credit has been ruined due to the fact that my paychecks for my Research Assistantship have a neat way of disappearing, getting lost, or never getting processed in the first place. This has not happened just once.
- The information technology in the University Park campus needs upgrading
- The Internet site for current students stinks. Every time I try to access the site it is having some type of a problem.
- The only strong complaint I have about FIU is that they do anything they can to get money from their students. The out-of-state tuition is way too high for an international school, and the advisors and deans always screw you come graduation time.
- The phone system at FIU needs a huge adjustment. It is very difficult to get through to someone when I have questions about my status in financial aid, registrar's, appeals, and cashier's offices.
- There should be some way that the student's e-mail list is split up into further categories so that not everyone receives mail that they don't need. i.e. a general list for all, graduate list, international students etc.

Administrative Issues – Parking

- A question that I have addressed before is the relevance of the faculty/staff parking space utilization after "normal" class hours. I have asked why the time cannot be changed from 7 pm to 6 or 6:15 since the parking for the CBA building is horrendous at 6.
- Do not give parking preference to faculty! No one pays attention to it and no one pays the tickets because no one uses the decals! It is useless and only causes headaches for parking when there are numerous faculty spaces available and no student spaces
- FIU needs more parking.
- FIU NEEDS MORE PARKING SPACES!!!! PLEASE!!!!
- FIU really needs to do something about the parking!!!!!!!!!!
- FIU University park needs more parking space
- Fix parking issues. It is so discouraging to go to school and have to fight for parking.
- FIX THE PARKING SITUATION!!!!
- Housing parking available do not meet actual spots needed.
- I don't think we should be paying for parking every semester.
- If FIU has any major problems, parking is the biggest one!
- Improve the current parking problem. Some days I have had to follow people to their car and or drive around the parking lot for over twenty minutes
- I think there is a real problem with parking. Every semester parking just gets considerably worse.
- It makes no sense to make students PAY for parking permits after selling their car, having their car vandalized, or getting in an accident. If you have been issued a permit, REPLACEMENT permits should be free. Making us pay a parking fee AND \$10 for a hang tag when we change cars is ridiculous.
- Major problems: parking
- MORE PARKING, PLEASE FOR THE LOVE OF GOD, MORE PARKING.
- More parking Spots!! / More parking spaces.
- Need more parking!
- NEED MORE PARKING LOTS.
- Needs improvement in the parking lot.
- No parking tickets or fees if you already paid for a tag. Just because you don't have a decal doesn't mean you don't have the right to park there. Like for example I have a parking decal but not a housing decal. Just look it up and see that I have a right to park there.
- Not sufficient parking space.
- Parking at FIU is a serious issue that, as a student, makes you think twice about going to school on any given day. Class time is 75 minutes, but parking spot hunting time can be an easy 20. Do the math.
- Parking at FIU South Campus is a nightmare!!!!!!!!!! Parking is an issue that keeps being neglected year after year after year. Even Miami Dade Community College has decent parking
- Parking has gotten much better.
- Parking is getting better but the "security" who give out tickets and the rules for giving out tickets are unfair.
- Parking is a complete mess--why do they keep building these little 4-level parking lots?
- Parking is getting better.

- PARKING IS TERRIBLE! It takes me 20 minutes on average to find a parking space at noon on Monday and Wednesday. If I have a class at 12:15 pm in Chemistry and Physics, why should I park my car in lot 7 or one of the parking garages
- Parking is really a problem. There is not enough parking but everyone is charged a parking fee regardless. Common sense and decency dictate that a person should not be forced to pay for a service that he or she cannot take advantage of.
- Parking is still a problem on campus.
- Parking (or lack of it) is the worst problem that FIU has. They have never been able to manage it, or even to plan for it. Some days it takes close to 45 minutes to park when trying to get to a class.
- Parking spaces available on campus are definitely horrible and besides you get a ticket because the school is deficient in providing adequate parking spaces.
- Parking sucks at UP campus, even with the new garage.
- Parking system is terrible!! The parking situation needs to be re-evaluated. With two new buildings going up on the north end of campus (Architecture and Physical Therapy, I think) there is going to be no parking. There's little available to begin with. Some days it takes a half hour to find a parking space
- Parking!! The parking situation continues to be a nemesis to all students. This problem must be resolved. FIU needs more parking spaces. They are admitting too many students into the University without the proper facilities to fit all these students.
- Please do something about making easier and smoother to find a space to park on campus in order for students to get on time to class. We are in need of that.
- Please increase parking to moderate size... instead of four or five stories to 7-10. FIU needs to expand not out but up.
- The only comment I have is that there should be more parking for students. Students should not be ticketed. It is the school's responsibility to provide the students with sufficient parking space
- The parking has been a problem ever since the first day that I walked into FIU 4 years ago. It seems like things are worsening instead of improving.
- The parking is ridiculously ill prepared even after the new construction.
- The parking is what you and your committee should be concentrating on.
- The parking needs great improvement.
- The parking situation has gotten a bit better, but closing lot 5 and not letting students park on the grass at Tamiami during the fair, for about a month makes parking a HORRIBLE experience.
- The parking situation is hideous.
- The parking space at FIU is horrible!
- The parking sucks.
- The priority to faculty as far as parking is concerned is completely inappropriate. The student faculty ration is 18:1 and parking should reflect that. The parking garages were paid for using tuition and donations and should be for the students entirely.
- There is no place to appeal parking tickets in front of a panel or some authority. The appeal is filed and 2 months later a decision is made with no explanation.
- There is too much faculty parking in University Park!!!!
- There was no mention on the parking situation. I feel that finding a parking spot in this school to be such a hassle and a waste of time. I, at times, have spent one hour looking for a parking spot
- The school needs more parking and needs to STOP fining its student's because there is a lack of parking spots.

- This semester the parking situation has really improved, which makes me very happy since we all pay parking fees to have a parking space when we need one. Last semester's parking hunts paid off.
- University Park needs more parking spaces! I'm sure everyone is going to complain about this. We are all aware of the problem. The opening of the second parking garage didn't help. Please do something about it. There are not nearly enough spaces
- We need more parking on campus.
- When issuing parking tickets, students should be allowed a break sometimes considering the parking situation. At least, a warning for the first time offense.

Administration – Policy Issues

- Also, the amount of bureaucracy in FIU is such that if one has a complaint, it is blamed on ""the system we/the state has set up."" This kind of answer is given to students on a daily basis, dismissing their concerns and achieving nothing in the process. Nobody is held accountable for their actions in this school. It is counter-productive. The most important thing in a university should be the well-being of its students. At FIU, it is to keep administrator's pockets overflowing and keep the students quiet as they move them through the ""system"" as quickly and cheaply as possible!"
- Concentrate solely on academic aims and not pointless sporting events. Stop funding football at the expense of academics. Destitute students and other sports require only a fraction of the budget. Stop price gouging students.
- Drop Maidique's salary. Make it performance based. He's a great president but when the budget is hurting his salary should be the first to go in a show of "support."
- Eliminate tenure.
- FIU needs to slow down the growing process. I feel that FIU has lost sight of the purpose of a university. We are here to learn, not to show off. There currently is no space for students.
- FIU officials need to start focusing on the students, the ones who pay their salaries, rather than continue playing "politics" with state officials carrying on with this mismanagement of funds. I wish to pursue a master's degree but I am so dissatisfied with FIU and the whole Florida state university system that I have decided to pursue my master's degree outside of Florida. Basically, the changes I have seen in the last couple of years have really made me loose any/all respect for university officials and the state. It's a joke, these university and state officials don't care about the students needs, prestige and salaries carry more weight than service to them. It's disgusting, it's a shame and it's extremely sad
- Hey, instead of spending money on things we don't need (like a new President's house, or a football team), why not use the money to start a film school, or get rid of the trailer complex? FIU needs a film school, pure and simple.
- I believe that Florida International University is focusing too much on expanding itself and consequently diminishing it's academic quality. I believe that growth is essential especially for such a young university but that it cannot forget it's primary reason for existing.
- I have witnessed and also share the opinion with others students that the University now treats us as \$\$\$\$\$, due to the fact that tuition was increased but at the same time the school cut back on expenses that have also caused us to spend more money. Ex. no more syllabus, optional advising, so while creating a PAPERLESS society, you have created another burden of responsibility and of money on us.

- I suggest that this university spend more time figuring out the actual needs of the student body instead of just making money off of us.
- Lower the price of tuition.
- Money seems to be used in the wrong places.
- Please stop wasting money on peripheral items like sports teams and other nonsense, and start pumping some much-needed cash into paying the faculty, hiring new faculty, providing a full selection of courses, and providing an allowance for educational materials.
- The FIU campus wastes TOO much paper. I live in the dorms and SO much paper is wasted by RA's, fraternities, and random groups on campus announcing every single event. I understand that they need to announce events but with a paper crisis as well as not being able to recycle on campus, there must be a better way then covering every room with flyers. Especially when they are going to be thrown away anyway. Also, all the paper is colored which cannot be recycled on campus. Also, it is very annoying being handed flyers constantly in the GC building. As soon as you receive one you throw it away. And most people throw it on the ground. There are so many flyers lying on the grounds of FIU. I also find it annoying that the only recycle bins on campus can be found on the 5th floor of the PC building where no students can discard their paper. This being because no student's go to the 5th floor because there are no classrooms. Maybe FIU wouldn't be in a paper crisis if they didn't waste so much paper. Also, if Professors learned how to use two sides of a piece of paper to print information on you could conserve your paper. You can also use the other side of scrap paper when printing things off. Also, you could have recycle bins next to the place where they have Beacon Newspapers so people could recycle the newspaper. Also, FIU could easily hire someone to organize the recycling here. They may not be able to afford it but I find that hard to believe when the president of FIU got a large raise and a million dollar house this past year. Also, it is VERY annoying when your car is covered with flyers and then it rains and sticks to your car. Then you must waste your money and time trying to remove the flyers from your car, which should be safe on campus from vandalism. Also there are several cars at Panther Hall, which take up disabled spaces when the people are clearly not disabled (several RA's do this as well). I also have a problem with teachers
- The university should spend more money on books than on construction and parking spaces.
- Things are too expensive. Tuition has increased considerably with many students while the scholarship amount remains the same. If you want to keep your student awarded with a scholarship that scholarship should be affected or increased as the prices for.
- This University doesn't even compare to The University of North Florida. I used to see my president at UNF everyday....eating lunch with students... talking with students. In the past year and a half that I have attended FIU (for certain reasons) I have not once seen the president in person. I wish I was still at UNF, but I can't be.
- Very unimpressed with the administration, particularly the president.
- We are a big university, and yet we are not taking into account our impact to the environment. We have no sound energy conservation policy. We waste too much money lighting the library instead of on summer classes.
- When it's time to decide on policy, think about the students first.

Administrative Issues - Registrar's Office

- I changed my name about 6 years ago. I completed a form at the Registrar's office. All other offices, registration, my college, and financial aid - they all have my correct name on file. I ran into a problem when I received a tuition overpayment refund check.
- I have been, for a very long time, trying to resolve a mistake made on my transcripts, which resulted in an "F". The response I received is one of resistance with little, if any, willingness to help. I feel my request has been met with a "can't do" attitude that offers no alternate path. Considering my academic record, I find it appalling that no one is willing to point me in the right direction. Either staff should be better informed or, at the least, more courteous and helpful (yes, some of the people I spoke to have been downright rude).
- I would like to hear that changes in the registers office. A couple of my friends and I had a hard time dealing with the people there. They really need to work on their communication skills. They do not explain things thoroughly and are very rude at times.
- Your record keeping is terrible. Every semester there have been SAS errors that have required more than ten hours per semester to correct only to reappear the next semester.

Administrative Issues - Registration

- Bring back the schedule booklets. When were the students asked for this to be taken away
- Do away with the fact that we have to go online to look for classes. It is ridiculous! It is quite an inconvenience now.
- Extend SIS hours.
- FIU is beginning to rely too much on the Internet alone. I myself have Internet access but I appreciate the option of being able to use other methods to do things such as register or search for classes off the Internet
- FIU registration website needs to be revamped because it is often to slow and suffers shutdowns.
- I am extremely disappointed with the online services at FIU, especially the "online registration." It seems to always be down when I need to use it, and when it is up, it often contains inaccurate information. I have tried to contact the registrar's office numerous times, and have found them to be very unhelpful. Please work on upgrading your technology and training people in the registrar's office to answer student's questions correctly! This is a VERY frustrating situation for numerous students that I know.
- I am very disappointed with the online sis system, unless you use the computers on campus to access the service it is frequently down and it takes a very long time to reenter the registration system if you have used it within the last few minutes. I believe the service should be constantly accessible from anywhere, not just on campus.
- I believe the method for designating late payments / registration should be reviewed. For example, if after the deadline for late registration passes one decides to add an additional course to the schedule (not drop/add, just add) one has to pay the tuition on that very same day or be charged \$100 late payment fee. This is not stated on the online services. I added a course in the evening from the computer labs and when I went to pay the next day I had been charged \$100! That is outrageous.
- I cannot take the stress that comes with registering for classes. They are always closed and are not offered at the times I need them. It has really made me look into other schools. It can put me behind in my studies and prolong my education and career.

- I disagree with taking the phone registration away because sometimes I am at work and I do not have a computer near by. By the time I actually get home, the classes that I would have registered for when it was my time to register would be closed.
- I disagree with the fact that tuition has to be paid before classes. It is very inconvenient. The people in the Cashier's office and Registration need to improve.
- I feel the registration process needs more organization and more time to pay for your classes without being accrued a late fee.
- I love FIU, but I wish you would improve the situation of not printing registration catalogs. Rather than having to hunt and peck for courses through interactive class schedule, you should make the registration catalog (by department/school) available on-line each semester. I know it is a lot of work, but it would make registering for classes less of a nightmare. For example, all graduate courses offered through psychology could be listed by going through registration catalog department/school student status (grad or undergrad). Make sense?
- I think my biggest problem is the registration. Last semester I didn't get to pick the classes I wanted because I was given the wrong registration date so all my classes were full.
- I would like for FIU to print out the course catalogs again. It would make it much easier on the students. All my friends that attend UM and Miami Dade have the option to look for their classes both online and by a book
- Make registration process simpler-class schedules; pay by phone at no additional charge and able to use credit same way.
- Make the class schedule available earlier. We should be able to pay for classes online (like BCC).
- Needs to improve the registration process for credit courses.
- One additional comment would be that registration online for FIU is not all that great, especially when they ask you to type in the reference number of the class. And to get the reference you have to go through all these loops and holes on the Interactive Class Schedule just to receive the reference number. Its just inconvenience for students and for all the money we pay it shouldn't be that way. Thank-you, P.S. I hope guys really do take this comment or suggestion under consideration because I took my time to fill out this survey.
- On-line schedule needs improvement. First, it needs to be available more often (almost always down!) and second, filters should be added for upper division courses and summers A/B/C. I shouldn't have to go through pages and pages of ENC 1101 to get to upper-level classes.
- Put a direct link on the web page to registration process (not information about registration) and accessing end of term grades. I've spent the last hour trying to get my end of term grades and can't get to them.
- Registration is a big pain.
- The registration website is often down during the hours of operation. If we are going to a web registration only system, this needs to be corrected.

Administrative Issues – Restrooms

- Almost every time I need to use the restroom, it is being cleaned. This is very inconvenient since I have to go searching for another one. My suggestion is to have them cleaned at night.

- Bathrooms are dirty. Also those sinks in the bathrooms with the red light sensors DO NOT WORK. You cannot make the water turn on. Also you can hardly fit your hands under the hand washing units.
- Clean the bathrooms. They are very nasty.
- FIU experience was terrific, however, the men's restrooms were absolutely filthy!!!! Please, Please, Please, Please, Please...have the cleaning rotation more frequent. The floor underneath the urinals were ALWAYS saturated with urine. Otherwise, FIU was GREAT!
- I am very disgusted with the conditions of some of our restrooms, in particular the restrooms in CP. They're always flooded and they smell horrible.
- Please have someone check the restrooms in the EAST building they SMELL TERRIBLE, and are always dirty no matter what time of day.
- The girl's restrooms in the BA building seriously need renovation.
- The restrooms should be cleaned on a daily basis.

Administrative Issues – Safety

- At the GC visitors metered parking lot (I believe it's visitors lot #2) I find that the fact that traffic flows in both directions to be hazardous and inefficient. A clear marking or sign should be placed there to clearly denote that traffic should flow in a counterclockwise fashion
- Campus Security and Police would better serve the FIU Community by not harassing students about dusty license plates and tinted windows. There are other viable ways in which their resources can be put to good use. Their presence on campus has nothing to with safety and security.
- For some time I have felt that the signs in front of each particular building do not have adequate lighting at night. It is very difficult to read at night. It would be great if someone would look into this.
- I have a real concern for the lighting on campus. After nightfall, it is a little scary and dark, especially for women walking alone.
- I have one additional concern. It is the un-safety at the FIU's library. People can steal belongings in seconds. They should put cameras there.
- I mostly attend the engineering building, which should be considered a campus aside from UP. UP has the presence of police officers and good lightning after dark; however, EAS does not. The new parking lot has almost no lights and I have never seen a policeman.
- I think FIU has made a big mistake in closing off entrances/exits to campus over the last few years. Last year when severe rainstorms caused flooding all over town, I was on campus for an evening class. It was cancelled just before class time
- I was injured working out at the gym a few months ago and complained about the faulty piece of equipment that I fell off of. It took some work but the staff finally "retired" the equipment I was injured on. I have some medical bills I will be submitting to the Univ. for emergency room treatment that my health plan did not cover.
- I would also like to see an improvement in the overall security as far as terrorist activities are concerned. We are at war, and it seems that security is not doing enough to make sure the students as well as professors are taken care of. If there is a threat, security needs to be more active pursuing these matters.

- Lighting in the new parking garage is very bad, on the 5th floor it can be so dark that I have had trouble finding the key hole to open my door. I also think that when library hours are extended there should be an adequate amount of security though out the whole school. I biggest worry is that of my safety, because I have felt UNSAFE too many times!
- More lightning in parking areas. More security cars or personnel.
- My experience at FIU has been a wonderful productive one. However, the security staff one day drove by when I was faced with a flat tire and did nothing to help me. I had no cell phone and he advised I could not use his because he was low on minutes. I did speak to his manager the next day but I felt like they were just taking it lightly. Despite the rude people I have encountered with no hand to help others overall my time at FIU has been great!
- My parking decal was stolen off my car on campus. If that can happen that means anyone can also break into my car. To make matters worst I had to pay for a duplicate. Very injustice.
- Officers should be more concerned about safety, rather than parking.
- Pedestrian crossings are inadequately lit at night. It is very hard to see people near/approaching crossings whilst driving at night.
- Please, if nothing else, address the issue of safety on the UP campus, i.e., more call boxes, quicker response time of police.
- Public safety SHOULD put more emphasis in their work. I got my tire flat twice with a small knife. I called public safety to see the situation (someone did it intentionally) but public safety had NEVER arrived. So, what kind of security can FIU give me? I also always see those yellow t-shirt person hanging around, trying to count down their working hours. Please, make us more important by protecting us and our belongings. Thank you.
- The drivers of the Golden Panther Shuttle need to be tested on their driving skills (they drive too fast!) There should be more lights
- The lighting in the area between DM, PC and GC (where the fountain is) leaves room for a lot of shadows that has made me uneasy late at night.

Biscayne Bay Campus

- A lot needs to be done about the animosity that exists among the campuses. It has to start with administration: My first year at FIU I attended a pep rally at UPC where the President referred to BBC as the other campus. It was then I realized that I was not attending a University but a campus.
- Biscayne Bay campus is filthy (there's animal excrement on the stairs of AC1 that's been there since last fall.
- Biscayne Campus needs remodeling and needs the trees to be cut down (some trees).
- CHANGE the food at BBC. Have something different.
- DONT KILL THE BUSINESS DEPARTMENT AT BBC!!!
- Find a vision for BBC campus. My suggestion would be "Operational Integrity." If you have a major, provide adequate advising or classes or don't have the major at BBC at all. This also applies to international students. Although I am not an international student.
- Food court is absent (North Campus).

- FIU has been the best opportunity afforded me. The faculty and staff on the BB campus are the greatest. They show a genuine concern for the students, encouraging them to strive to be the best and are willing to assist them in any way possible
- FIU needs remodeling. The Biscayne campus has too many trees and the bathrooms are really old. The university needs more lighting on campus parking lots and more security.
- 1. FIU needs to appreciate and reach out to the "I" in FIU -- the international students. 2. BBC should be invested in. Administration needs to stop pretending that they like the BBC, because if you did you would do a lot more. 3. BBC has more than a beautiful bay, it has beautiful students -- treat them like they are somebody (faculty and staff included). 4. STOP taking away schools and colleges from BBC. That is so hypocritical of the University. Either invest in student education at BBC or stop saying you do. When you move CHUA and Nursing majors that have high numbers of African Americans you are only discouraging Afro-Americans from remaining at the University. Keep in mind that African-Americans are the minorities of the minorities (more than 51% of the University is Hispanic while Afro-Americans are 13%). That is unfair to the African-American community -- and the University loves to talk about diversity. 5. Talking about diversity, why do the international students feel so raped by the university. It is partially the student's ignorance of what the laws are, but most of the fault falls on the University for not creating an atmosphere that allows international students to feel embraced. 6. Philosophical question: Who is FIU? The students or whom Maidique says it is. 7. Lets be for real: They call BBC the black campus; They being students and staff people within the University. That is very interesting. Of the two campuses which one is severely overlooked and not invested in? The BBC that's who. That treatment remains consistent with the neglect of the progression of African-Americans. The truth is that BBC is mostly Hispanic as they are 51% of the entire university. However, perception is reality. Thus, the reality is that BBC is the black campus and as a result you see the under funding, lack of development and investment. How about that for institutionalized discrimination. Perception is reality, thus, I only speak truth
- FIU should invest in the Biscayne Bay Campus. There are virtually no classes or services on this campus. It seems to me that all the time, effort and money is spent on the University Park Campus. We are paying students too and should be treated accordingly
- FIU should spent more money on Biscayne Campus. South campus has beautiful buildings, bigger and better facilities, and lots of events gonging on there compared with north, which has nothing. It's so unfair that we pay the same amount of money. Everybody who lives on campus says wish we could live on south. We want to have fun. Please consider it.
- I am very concerned about the changes affecting the College of Business at the Biscayne Bay Campus. To remove all business classes from BBC would tremendously and negatively impact so many students, particularly those who live and work in South Broward
- I attended the south campus for two, now I attend the north campus. I feel that in many ways the north campus is separated from everything that the university does. For example, there are not sporting events held at the north, the Greek organizations do
- I have some comments regarding the present situation of the Biscayne Bay Campus. I know that BBC is smaller than UPC, but I don't understand why we have less variety of classes in the evening. The second thing are the events: UPC has much more events than BBC. Sports: I don't understand why the pool of BBC opens so late and closes so early for us students that want to swim in our free time. I know that there is a water polo team there, but not a female water polo team. Food on campus is expensive comparing to outside resources. Classes could have less student and faculty could ask more of us. We

need more group assignments and more presentations this would be good to prepare us for our future work.

- I loved my experience at FIU, mainly because I am open to change but it has not been the same for my friends and family. My friends from BBC find it hard or difficult to go to University Park and make friends. My friends and family that attend South Campus dislike commuting to North Campus. Maybe it is the people maybe it is the appearance of the campus. I wish we could choose which campus we want to start and end our classes at. It is silly how we HAVE to go to a far away campus to get a calculus class.
- I strongly resent the fact that I must attend school on the Biscayne Bay Campus (because of my major) when I live two blocks from University Park. Communications classes should be offered on both campuses
- I think that the university should do more to ensure that its students at BBC have clean and healthier water to drink. Considering the area that the campus is located on is nearby the illogical rock mining; {which if I may add} is detrimental to the society as a whole. Did you have any idea what the rock mining business does to our water supply? If you want to find out, pick up the latest New Times. Also, since a South campus has its ""facelift"" already I think that it is.
- I think the receptionists for the Psychological Services and Health and Wellness Centers should be a bit more friendly. In UP's Psychological Services dept. they are pretty nice, but in BBC they don't smile at you. It's the opposite with the HWC
- It is virtually impossible to link on to jmclab1, so please fix it. And it is disappointing to see the amount of money filtered into University Park when Biscayne Campus' classrooms have desks which are falling apart and some do not even have chairs.
- I've attended both campuses an equal amount of time and I must admit that I previously thought that the complaints from Biscayne Bay campus students were exaggerated but I now know otherwise and the campus is sad to say is treated like the evil stepchild of the university. South or University Park is one large construction zone of buildings and housing while the north or Biscayne Bay campus got new tiling in WUC, there should be an equal amount of building and remodeling.
- I wish there were more classes and more things to do on the north campus. More kids would come there if more classes were offered, and the buildings were tidied up a bit. AC 1 and 2 need to be painted and made to look less institutional
- I would like to suggest for more funding of the maintenance of the BBC. It is looks run down, while UP gets all the glitz and glamour. The BBC dorms needs refurbishing. What happened to the promise to build new dorms on BBC? Can some of you people who live on the South Campus come and take a close look at what students live in? I see so many new dorms going up on UP. So many new buildings. Can BBC get some FIU love too? The computers in the BBC library needs updating. There needs to be more computers on BBC. There is a high demand for better Computer labs and printing facilities on BBC. I sincerely hope that on behalf of the entire student population, especially that of BBC, that this survey is read and that something is done to carry out all if not some of these suggestions. Thank you.
- More classes should be offered in North Campus.
- More importance to the North Campus as far as facilities and cultural and educational activities. North Campus should be given the same importance as UPC. The Cafeteria needs to be updated!! More choices! Healthier Choices! UPDATE THE LIBRARY
- Please start helping Biscayne Bay Campus expand!!! South Campus gets all the attention, and funds to expand, and becomes better in various ways (new buildings, new housing complex, new bookstore, etc.), and it seems that Biscayne Bay campus is being ignored.

- Send more money to Biscayne Bay campus. I see dorms being built in University Park campus and I see that the game room in Biscayne Bay campus can't even open. It appears that 90% of the money FIU receives goes straight to University Park. If it wasn't for Biscayne Bay campus I would have gone to another school because getting to University Park is such a problem with all traffic in the morning. One more thing get some polite, informed people to work in the financial aid/registration office in Biscayne Bay campus because they are rude, don't know anything just send you elsewhere, and in my opinion are just plain lazy.
- Strictly enforce the no smoking policy in the Oasis of Biscayne Bay Campus.
- The Biscayne Bay Campus needs to maintain their restrooms.
- The Biscayne Bay campus seems to be forgotten. Isn't the School of Hospitality what put FIU on the academic map? Why else would any one from out of state and out of Nation come to this school? Also, it boggles my mind as to why there is only ONE treadmill in the gym. People on this side of Miami-Dade County that pay the same tuition fees as the South campus KIDS deserve the same treatment when it comes to the gym facilities. After all these discrimination questions it seems to me that the actual FIU world discriminates. Why is the North Campus treated so differently? Maybe FIU doesn't need me to get involved in student government I might need to make some changes.
- The Biscayne Bay campus seems neglected
- The Biscayne Bay Campus suffers from a disturbing lack of available courses in my majors (English & Anthropology/Sociology). In addition, I found it difficult to register for summer semesters because so few courses in my areas of study are offered.
- The North Campus NEEDS maintenance! I refuse to eat at the north campus cafeteria ever since I saw a staff member of Subway handling food with her bare hands which, by the way, did not look clean
- There aren't enough opportunities for extracurricular activities (ex. sports) on the Biscayne Bay Campus.
- There doesn't seem to be student participation on the north campus. All the exciting events seem to only occur on the south campus and I think that should be changed. I think both campuses should have exciting events so students have more options. Some students cannot attend events on the south campus because they live so far away.
- There should be more classes offered at the Biscayne Bay Campus. It seems the institution caters to the South Campus and is not considerate of those with traveling restrictions.
- Why does the university's leadership continue to discriminate against forwarding the infrastructure and campus life of the Biscayne Bay Campus? President Maidique is the slave master cracking his whip on the back of the Biscayne Bay Campus.

Campus Environment

- Any school facilities for recreational purposes or any purpose are too poor. I've never seen this poor conditioned campus. Please, also get rid of trailer classrooms. It looks like vocational place and I really feel shame on that. It cannot be on university campus.
- During My years here at FIU, I felt that the FIU community was not open to diversity instead, those who had similar cultural backgrounds or nationalities tended to isolate themselves from others who were different. FIU is very rich in diversity but the students not receptive to it.
- FIU is a great school, however, a few people make it a cold place to attend from time to time. I have only one problem and I know that I speak for many others as well. Study

floors that are designated as such in the library should have some sort of monitoring service because sometimes people still talk to each other in groups or talk on their cell.

- Get more school spirit in FIU. Too many people are too cool for it
- Get rid of the ghetto trailers and move them to one of the new buildings.
- Get this school in order.
- GYM needs to be upgraded and expanded!!
- How about some more GOOD computers in the library.
- I believe that FIU just has to build a sense of unity as well as pride. I usually encounter many who when asked how they like FIU they reply, "I want to transfer to UM." FIU would be a great place to be if its students loved it and wanted to be nowhere else.
- If the patio known as the "blue tables" outside of GC are removed, please provide some other space near GC where students can relax with tables in the outdoors. Otherwise that means trash and cigarette butts on the grass, which is something I think nobody wants.
- I really love the artistic look of the campus and the beautiful outdoor environment.
- I think that there should more access to computers on campus. Majority of the time the labs in PC and in GC are completely full. Those in the library are also taken, but get stuck at times and lag horribly. There is one lab in PC that has awesome computers and are more efficient.
- I think that the university needs to be considerate of student's needs. We're in college, we're broke, and everything on campus is very expensive.
- I think that we should have a lot more tables in the library, and more study rooms. When midterms and finals come around there is absolutely nowhere to sit. I also think there should be more variety in the restaurants that we have
- It is my greatest wish that to see more integration between the different race and ethnicity on campus, especially on that of University Park. There seems to be a preferred leaning to a particular group. I think no one would have a problem with this, except...imagine ordering lunch in a canteen where more than 80% of the staff cannot understand simple standard English. There needs to be a collective visual of the ethnicity I am open to a face on debate
- I think this school is like high school and should focus more on making campus life more interesting.
- It is hard to find a quiet study area where you can eat & drink for when you are between classes. More picnic-style tables in shady areas would be great (away from buildings & noisy areas).
- It would be helpful if this institution could provide bicycle lockers for students-similar to metro-rail bike lockers. Some students cannot or do not drive and could avoid waiting an hour for a bus to ride five minute to their apartment.
- I would like our UP library to have more quiet study areas. UP campus lacks a study hall big enough to accommodate the volume of students during examination periods. Some floors in the UP library have been slowly turned into office space areas and/or art exhibits
- I would like to see more spaces available around campus where students will be able to just relax.
- More computers that work in the library.
- More roofed walkways. The sun becomes intolerably hot during the daytime when traveling to and from buildings...More music practice rooms throughout FIU, not just in the music building...more cafeteria selection...more cafeteria seating.
- More study areas and more computers for the Internet need to be installed
- My whole experience as a commuter student at FIU has been very disappointing to me. Especially since the student body is primarily commuter students. I find that the administration at my Department is out of touch with us part-time students.

- Overall, I feel that the campus environment is very comfortable and that I can get along with students and faculty.
- Place more resources into courses and professors instead of pointless construction which current students will never have an opportunity to appreciate.
- Some classes have no air, or it is never turned on.
- The air conditioner in many classrooms and in the library is ridiculously cold.
- The air conditioners in the Graham Center classrooms do not work
- The buildings on campus and overall architecture and landscape are plain and dull.
- The construction during class time is very disturbing.
- The library is often too loud and weekend and holiday hours are too short for a research institution.
- The local student community, e.g. those who went to High School in Miami, are unreceptive to out-of-state and international students. There is lack of integration between out-of-state/international students and local ones. Just like affirmative action I think campus organizations, whether social or academic should be required to recruit a certain number of these out-of-state/international students and integrate them into their activities.
- The recreational areas are used to often by children and people from outside the campus. Either indoor basketball courts are always used in tournaments and tennis courts used for lessons for others outside university. I feel it is unfair since students in FIU do pay a fee for health and recreational activities.
- The study and relaxing places in the main campus are fine, actually very good, but the engineering building doesn't have any real study place. We're using the cafeteria but there's too much noise and distractions there. And we're totally isolated from the rest of the university, we never know when there are some special activities at University Park (especially in front or in GC). We don't see flyers or anything like it to let us know.
- This is my first semester at FIU and I absolutely LOVE the school. The only thing that I don't like is that in the library it's very hard to study, no matter what floor you go to you find younger immature students studying out loud in groups, 1/2 of the time they're not really studying, they're goofing off. This makes it hard to concentrate, I've tried every floor in the library and am yet to find one where the employees control the noise level. In fact, I've found student employees in the library being very loud, making it impossible to concentrate. I've resorted to having to use earplugs, and still I find it too loud!
- This refers to University Park's environment from a student outside looking in. Most FIU students at UP are very superficial from what I have seen. The majority of students that are not like that and are more like me are more comfortable becoming...
- To me the campus is a somewhat stagnant and repressive place. I do not enjoy hanging out on campus (contrary to most other colleges I have been around)
- You didn't ask about the library services, this is why I began in the first place. Need to extend library hours in the last week of class also - not just in finals week. Also need to give more computers the capacity for word processing

Campus Food

- Am not satisfied with the opening hours of GC food services, especially on weekends. On campus students have nowhere to go on Saturday evenings or Sundays!
- Food is too expensive. You should realize that there are students who cannot afford approximately 5 dollars on food everyday.
- Have a variety of food in the cafeteria.

- I think the area where one can sit to eat in GC near to Pollo Tropical and Smoothie Time should be designated for those who want to eat lunch. It seems to be a hang out and it is difficult to find a seat to have lunch while students are just sitting around for hours with no lunch.
- I would like to see FIU join up with Suzanne's Bistro to offer students some HEALTHY vegetarian options.
- Just to reiterate, the food variety is not good in the cafeteria and furthermore the prices are way too much for food that is not even all that great. I don't know about the rest of FIU students but I live on a day to day basis I don't have money to waste on food so carelessly.
- Need to lower the prices of Yohoos. How the hell you going to have a Cuban lady cook Chinese food, bootleg fried rice using Uncle Ben brown wild rice, and Pollo tropical chicken?
- Our food needs to be less expensive. I thought as students we would be receiving a discount but instead they rip us off. Take Subway for example, on campus we pay about \$6-7 for a combo, while across the street in the same company, Subway, we can get the same exact thing for only \$5. 1\$ is a big different when you eat on campus almost every day you go to school. I just they should cut us some slack
- Please improve the variety and freshness of the food in the cafe.
- Since FIU is progressing towards a research institution, there should be sufficiently good facilities for research works. For example, there should be some kind of cafeteria that opens 24/7 to fill the hungry stomachs of students working on their research.
- The pricing in the cafeteria is not very student friendly. They should provide healthier food on campus.
- The refrigerated section of the cafeteria needs to be better maintained. The labels that tell you what salad dressing is which don't line up with the respective dressings, and most of the time, there is none of a particular dressing left; keep it well-stocked and maybe label the containers themselves. Also, the chef's salad has too much meat and cheese for its small size. Either increase the size or reduce the fix-ins; there's hardly any room for the lettuce.
- There needs to be vegetarian food offered consistently on campus. Not only does the cafeteria not offer vegetarian food regularly, but at invitational events, there are usually only meat options among the food that is offered. I live on campus, but I cook all of my own food. If there were vegetarian offerings in the cafeteria, I would strongly consider buying a meal plan.
- Vending machines in the cafeteria (in EAS) are so awkward. We can find ants and other insects in the hot beverages. Appropriate quality check ups need to be made to safeguard student's health. Water fountains provided in the buildings are so cold.

Campus Life

- Do something about the inordinate amount of people who use FIU's recreational facilities, yet do not go to school at FIU (ex. high school punks who play basketball at the gym and start confrontations)
- Even though I am only attending classes part-time this semester, In the future I plan to be a full-time graduate student and I would be very interested in being part of organizations and student government. Unfortunately, it seems to be some great mystery and I really do not know who to turn to.

- Gay groups need to be represented more so they are easier for gay students to find. I still don't even know if there are any
- I am concerned about the lack of support for FIU among students, faculty, and the outside community. Attendance at FIU athletic events is dismal when compared to similar institutions throughout the country. I understand that developing a tradition takes time but I also feel that the faculty and alumni are not doing enough to promote FIU. I have had a wonderful time here and I truly think that this is one of the top universities in the country. We must find a way to influence the community's perception of FIU. If we can accomplish this, we will achieve our goals faster than previously planned.
- I believe that SGA and SPC needs to work on getting more students that are not Greek nor already part of SPC/SGA involved in campus life. They also need to make events more widely publicized
- I feel that the Student Fitness Center should be bigger
- I find student government very inefficient and not representative of students. It is basically who you know and who knows you with student government
- Improve the SGA. They don't do anything for us.
- I would like to see a special place on campus that students could stand up and say anything they have a complaint on. Like in Europe. It would be a podium maybe by a fountain, and faculty and administrators would attend throughout the day to listen to students
- I would like to see the leadership, bring in more national speakers to address students on a variety of issues. ex. Bill O' Reilly (Fox News). I would also like to see the President and Vice President taking an active part in respect to student issues. ex. Welcoming the new student body to the University, having more town meetings, etc.
- More clubs, (ham radio club, sports club etc.).
- More events on campus.
- More intramural fields. Track and Field as one of the intramural for fraternity leagues.
- Most of the people that attend that college have no manners. When they approach you they will never say good morning, they just start having a conversation with you like you dropped out of space
- My first semester at FIU has been a very pleasant one. I do, however, feel like I don't really know what's going on in the school and find it hard to meet new people.
- Provide more funding to student organizations.
- Students need to be taught more diversity sensitivity....perhaps in the freshman orientation classes?
- The fitness facilities at FIU are entirely inadequate. The machines are always in use and the fitness center itself is much too small.
- The gym needs more treadmills!!!!!!
- The pricing at the salon is not very student friendly.
- There should be more cultural programs because the ones we have now are mostly for Hispanics and students from the Caribbean.
- The University Park Apartments need a piano in their lounge.
- Those who are not of Spanish decent should not be discriminated against.

Communication

- Administration needs to be more organized and communicate more with other departments of the University. Departments need to be more diligent in their work and learn to communicate better with students.

- Advertise sports more.
- Communication and publicity of events both need to improve.
- Do whatever it takes to build up a nationally recognized reputation. I don't like attending FIU Who?
- FIU needs much improvement to succeed as a University. Information is not relayed to the students on time.
- FIU never properly informs students when the university is going to be closed due to flooding. I have gone to school on more than one occasion to find that the university has been closed but I could not find any information on the news or anywhere making that statement.
- I am extremely disappointed with FIU. Several people lied to me from the school as they guaranteed that if I received Florida's 75% scholarship, that FIU would absolutely cover the other 25%. They flat out made these claims just to trick people into attending
- I do not wish to be informed of any student government accomplishments.
- I find that this campus is extremely behind other campuses in the state system. I have had my grades withheld because I had holds, due to financial reasons that I was never told about - no notices, nothing- and this has happened more than once!
- In order to make FIU a better and more pleasant university I believe the most important aspect would be to improve relations between students and every faculty /staff/administrative department
- I think FIU has made a big mistake in closing off entrances/exits to campus over the last few years. Last year when severe rainstorms caused flooding all over town, I was on campus for an evening class. It was cancelled just before class time
- I would like to be sent information directly from the University concerning when registration will begin, end, when payments are due, when grades are posted, and when semesters begin/end. The information could be sent through mail or e-mail.
- I would love to see more cooperation among schools and colleges here at the university
- Let students know more about recreational activities including sports.
- Make athletic events more known to the students as well as other campus events. Make announcements to the school about achievements by athletes or the student government.
- More advertising on campus activities, e.g. theater, athletics, organization meetings.
- Students should automatically be informed of services, benefits or scholarships they qualify for!
- The response to students seeking information needs improvement. I have on a number of occasions requested information and got back no response, even after leaving written and verbal messages.
- The school should remind students when they need to do things such as registering, paying bills, etc. As a part-time student I find it very disconcerting that I have to somehow "know" when it's time to register. How about using that email notification.
- Where should I go to know what is happening in the student government? How can I get into contact with the clubs on campus? I live off campus and I think that I am totally lost regarding social events.

General Negative

- FIU sucks.
- I am constantly meeting people in my life that are ashamed of the school they attend. It usually becomes ironically horrifying to learn that we attend the same campus, Florida International University

- I do not feel satisfied with my academic experience at FIU. The teachers in my school are excellent. They are not the problem. I do not feel that it is fair that tuition is being raised while at the same time we are receiving less services (i.e. no syllabi)
- I think that this school still needs a lot of work to be done in order for it to be a REAL university
- The University overall is below standards from many aspects including education, student life and overall perception of FIU by others.
- This school sucks. Everything sucks. Need more couches so I can sleep,

General Positive

- Continue excellent work.
- FIU is a young university with lots of scope for growth. There have been more occurrences that have impressed me compared to those that have insulted or annoyed me at the University.
- FIU is da bomb!
- FIU is GREAT!
- FIU is the best!
- FIU provides a great education that prepares students to enter the work place with good foundations. Keep it up!
- I am proud to be a student at FIU.
- I enjoy very much going to FIU.
- I feel FIU has improved overall since I began in 1998. I feel more positive about the overall environment and physical changes taking place.
- I love FIU.
- I love FIU. Thanks.
- In my opinion FIU is a great institution with great teachers.
- I think FIU does a great job at making their students feel comfortable, secure, and safe. It truly is a home away from home! Keep up the good job!
- I think FIU is a great university. The education I attained last semester has helped me in my everyday life and on this semester. I see FIU GROWING and becoming one of the elite universities.
- I turned down a full scholarship to one of the nation's top universities to go to FIU because I wanted to stay in my own neighborhood, and overall FIU has more than met my expectations
- Keep up the great work!!!
- My overall experience at FIU has been a good one.
- Overall, I am very impressed with FIU.
- Overall I have had a good experience at FIU.
- Since I've been here, the university has improved dramatically. The bouncing around I had to do between administrative offices has diminished significantly.

International Students

- As an International Student I feel that the ISSS office is truly not at all helpful to the students and are actually rude. There is very little help to find jobs for international students in order to fulfill the required 1000 hours.
- FIU needs to appreciate and reach out to the "I" in FIU -- the international students

- FIU should take a good care of international student and try to help them to achieve their goals. Try to make them feel like they are studying in their home country.
- FIU still has a long way to go as an "international" university. The school needs to improve upon breaking down the roadblocks of on-campus discrimination.
- I am an international student who have been attending FIU for 3 years and EVERYTIME I go to the ISSS I am treated very disrespectfully and demeaningly. The ladies are never cordial nor helpful, but rather condescending and contemptuous
- I kept from describing incidents because Mrs. (Name) and Dean (Name) does not care how the international students and non-internationals are treated by several of the professor; naming a few is Prof. (Name) and Prof. (Name). They do not have any respect for the students!
- In order to talk with ISSS we need to make appointment and then get to talk. In case of emergencies there should be some one to help students.
- International advisors are doing their job. They got scared after September 11. As a student we need more help from them. They are not giving 100% effort to help the international student unless they get rid off their fear to make a mistake
- International Students can't get no jobs on Campus. PLEASE open up more positions for INTERNATIONAL STUDENTS!!!!
- International Students NEED TO BE GIVEN more/a better/easier opportunity to work in or out of campus as needed.
- My advice will be that they should offer more opportunities to the international students related to work and studies (they should orient more).
- More jobs on campus for international students!!!!!!!!!!!!. Make more grants and financial aid available for international students as we pay three times the amount of others!!!!
- My biggest concern is with the staff of International Student Services and Scholars. I find the staff not understanding, not helpful and quick to condemn. Not one of the staff members I have had contact with were polite nor respectful.
- Office of International Students- I believe they have no idea of how to do their job. They have no respect for International Students, who are the real source of revenue for FIU. Regardless of how much tuition costs for International Students, every individual deserves respect. In BBC they do not like to help international students, and the head of that office lacks respect and concern for them. From my own experience, I try to do whatever is needed to see her as less as possible. In my opinion they should serve us better. We are here to have a good experience and therefore promote the school among people in our country. What I've really experience here I do not wish to any of my friends. There treatment is really affecting FIU.
- Please have mercy with us international students!!!! It's too expensive. I think that instead of building fraternity houses for South Campus, using our money, you should be helping us lower the cost of tuition or making Biscayne Campus prettier
- The international department in North Campus is too slow to process any request. It takes 2 to 4 days to get a simple letter they do not even have to write, but only fill in a line with the student's name. Every time I go there they are talking and never working.
- This University is called somewhat 'International' but it doesn't help international students at all in terms of 'culture shock' that we go through. You guys just don't care and this is very, very wrong

Miscellaneous

- All I hear in GC is the Frat boys and sorority girls talking about I screwed this person or that person, or "look at what my steroids are doing" or "wow my new implants are great" this is a UNIVERSITY NOT A BEACH RESORT!!! FIU should do something about this! We are turning into Barbie and Ken University!
- As a student at FIU, I am getting tired of hearing so much about the University of Miami in the Miami media. Understandably, they have been around much longer than FIU, however, our achievements in recent years have paralleled and even surpassed many of University of Miami's.
- Call the government and tell them to hurry up with the stupid Palmetto construction.
- Cap and gown should be free of charge. I was very disappointed to have to pay for them.
- Change FIU's name to "Florida University."
- Faculty staff members pushing us to vote for a particular political party or candidate. Faculty staff not being sympathetic to athletes. As a matter of fact, once they find out it is an athlete, they make the athlete's student life a lot more difficult. Let it be known that i am not an athlete but I have witnessed this.
- For single mothers is important to have the opportunity to answer their cell phone specially during class for an emergency regarding a sick child
- I believe that FIU is a public university. The university belongs to all of us the students and the faculty members.
- I feel the University has the capability and potential to be much more then what it actually is. More involvement from the students will be needed to help the efforts of the professors and the Administration.
- I hope Dean (Name) reads the comments that I have provided
- I'm a Florida resident and need to get the price of Florida residency and they denied me last semester because didn't have a Florida i.d. I NEED Florida residency.
- International is in the title of our university, but many students and staff are not accepting to other races. The Hispanic culture and language is very dominating on campus. If you do not know the language or culture you are treated very poorly.
- Listen to the students in the newspaper on conserving money, concentrating on our education and not on the appearance of the campus.
- Overall: healthy learning environment! At some points, weak preparation for the working environment. Supplementary hands on experiences help with course content!
- Please make the campus more friendly to older adults. Most of my colleagues don't consider FIU because it is unfriendly to adult learners. I suggest: NO ATTENDANCE REQUIREMENTS for working adults at night classes
- The EAS building should be considered more. It is not considered a separate campus, and is not taken into account in any of these questions.
- The only downside I currently see in FIU is that they have done so much to meet the needs of the minority. In many cases, they refuse to aid anyone else. I have yet to be able to find scholarship information
- There are 32,000 students at FIU, and we can only get 20 at an FIU Baseball game. Philosophical question: "What is the meaning of being an FIU Student?"
- The big parties after on September 12th, 13th, and so on, at GC were disgusting.
- The classroom chalkboards should be cleaned daily. Make sure that with all the new buildings we do not lose the beautiful green trees and grass around the campus.
- They should RECYCLE on campus more
- What can this survey help? How?

**APPENDIX C: RESPONSES TO QUESTIONS
REGARDING THE TREATMENT OF THE PROTECTED
CLASSES**

Comments were edited for misspellings but not for grammar or content

In the previous year at FIU, I was offended by a faculty/staff member making a comment that I considered to be degrading to someone's:
(Please describe the incident or incidents)

AGE:

- A professor in one of my classes was always making fun of students. Sometimes it was about age
- As for the age issue, I am frankly afraid to mention specific incidents, which could be identified.
- It was simply a professor stating that people under a certain age group not the class until they matured some and had more college experience.
- I was informed very rudely by housing that certain apartments are reserved only for graduate students because they are assumed to be mature as opposed to undergraduates because of their age. This is clear discrimination and preference based upon a stereotype and I felt very strongly about looking into a lawsuit against the university.
- I was offended when the professor of the class I was taking made it known her views on someone's knowledge because of their age or their national origin.
- (Name) carried on with his class by degrading others because of age.
- Professors refuse to believe that a young student such as myself may have a relevant view on a subject that does not match theirs or is opposed to theirs
- Some of the professors just don't like the older students. I was told I had to know my place just like a dog. The department was social work.

DISABILITY (Physical, Learning):

- A few times you can overhear people talk about someone who isn't so called normal due to a disability
- I don't know if I was offended but last winter my math tutor suddenly stated: "I don't feel sorry for you." She said this after referring to my disability and it was very hurtful because I had opened-up to her and believed in her ability to motivate me
- I find it alarming that several otherwise well-educated professors believe that mental illness is an issue of ridicule. Not one semester passes when at least one or more of my professors will make a remark about mental illness in an effort to get the entire class to break out in laughter. Comments such as "well, this concept applies to all people, except for the mentally ill," are much too common and ignorantly said. As a result, students believe that mental illness is something to laugh about. FIU needs to be a leader in ending discriminatory comments of this sort.

GENDER:

- A professor made a derogatory remark towards women.
- Had an education teacher refer to all the women in the office of a school as stupid and incompetent repeatedly during a semester. I took offense because I am neither stupid or incompetent and I work in a school office.

- I am not sure under what category above it would fall into, but in one of my classes this semester, a professor made a comment about something that occurs in jail - that as female correctional officers walk through the jail, inmates ejaculate and through the semen at the women - when it had nothing to do with the class topic.
- I have overheard college of education staff/administrative assistants make negative comments or "jokes" of this nature (gender) on numerous occasions.
- I tried to enroll in an internship but due to the department it was felt that due to my gender it would not be appropriate and I should look for something more appropriate for my gender even though the agency (police department) offered a proposal for the department to keep me as an intern. The end result was me being hired.
- I've heard a professor comment in a "joking" manner about women
- I was called a male Barbie by my enc. 1101 English prof my first semester here....I felt extremely embarrassed and singled out
- (Name) was a very sexist professor who many times offended me and other classmates of the same sex with rude comments about women,
- (One of my male instructors) also makes inappropriate comments about women
- One of my professor's would make comments about the shirts females were wearing. He would say that some showed cleavage and others did not.
- One male professor I had described to the class his longings to look at girls bare skin underneath her white shirt and to try to peek down the shirt while I was wearing a white baggy shirt while he was staring right at me. (very uncomfortable) He treated girls like total sex objects
- One or two (professors) would be fired from my company for sexual harassment toward women.
- Professor made insinuating sexual comments toward me while I was alone in his office.
- Several professors give the impression that female students are unwelcome in my (technical) major.
- Sexist comments directed towards women, usually in the form of jokes.
- The professor constantly makes jokes about men and women, pertaining to romantic relationships. The remarks were not necessarily degrading. However, sometimes things are said that make ladies feel uncomfortable. There are always jokes in every class and they get really annoying after a while
- The professor continues to this day to make jokes in class about women's inferiority. Although the professor is very knowledgeable about the course content, teaching ethics and curriculum are extremely weak.
- The professor made comments about females generally not being intelligent and concerned about physical appearances.
- The professor told a female student in the class that she was better off learning cosmetology than architecture.
- Woman only good for taking care of family

NATIONAL ORIGIN:

- A clinical instructor failed 3 Haitian students because she hated the facts that they speak with an accent. They had to file a lawsuit against the instructor.
- A faculty member in my major made the comment that it was a waste of my time to attempt to teach students of a particular exceptionality because they are not able to learn anything.
- An adjunct professor making a derogatory comment about poverty and diseases in Africa. As an African, I felt being humiliated for no good reason in front of my colleagues, and I

had no choice but to respond in kind. In fact, this particular adjunct professor is not from this country but Pakistan.

- A new foreign student came to class dressed in a tie and suit and the Prof. ridiculed him in class. The student did not go back to that class.
- Another faculty member made a stereotypical and negative comment about people from my country. Again, because of his position as faculty I felt unable to voice my disagreement about the matter,
- A professor in one of my classes was always making fun of students. Sometimes it was about national origin
- A professor told me bad things about my original country
- Because, everybody thinks that people from Middle East or Asia are not good citizens.
- Being targeted after the September 11th attacks, since I am originally from the Middle East.
- Discrimination from a professor because my accent.
- During class a professor made a generalization saying that Spanish people (from Spain) looked down upon Latin Americans.
- I had a professor describe Rio de Janeiro as a place where "after dark all the gays and lesbians come out and you never know what they will do to you."
- I have overheard college of education staff/administrative assistants make negative comments or "jokes" of this nature (national origin) on numerous occasions.
- I'm a older student of Arab descent, the comments I hear would make your head spin.
- In the effect of "all those Caribbean people think they are better than us....they should just go back where they came from....they don't belong here" The misinformation I have heard from professors regarding Islam/Arabs is too copious for this forum
- I've heard a professor comment in a "joking" manner about people from Latin America and Asia. [(Name), amongst others)]
- I was offended when the professor of the class I was taking made it known her views on someone's knowledge because of their national origin.
- Made a joke about the socio-economic situation in my country
- (Name) constantly is degrading people in his sociology class by stereotyping those from different countries. He also makes fun of the way people dress and piercings in front of the class. He gave out test scores by saying names of people who got the highest scores to the lowest scores and made each of the students identify who they were. He says many offensive things while teaching class.
- (Name) told me in person that Indians are lazy and don't work hard even before she knew me. It was in the first month after i had come to FIU and it was her first month too
- (Name) the French I teacher constantly called people, the Mexican, the Cuban, the Puerto Rican instead of their names. She was also very rude to people openly and told them to be silent when they disagreed with her.
- One of my instructors constantly degrades people from certain countries or from certain states of this country.
- One professor asked for a student to read the syllabus and furthermore requested it be a "native" that read.
- Professor was talking about a software program that was created in Germany and made a rude remark about German people in general. --Unprofessional and unnecessary.
- Received a derogatory, stereotypical comment on the basis of being an international student from a faculty member.
- Referring to ones country in a degrading manner.
- Several instructors make comments stereotyping students from specific locations
- Several racist remarks about Arabs after Sept. 11.

- Since my four years in F.I.U. most of the professors have stereotyped international students, especially the professor in the Food Beverage Department. For example (Name) and (Name). But the rest of the Professor in the Travel and Tourism Track are always putting down the students who are hotel majors. They are extremely rude. If they are not studying the travel and tourism track the students are considered stupid or what (Name) says"" will not make it in the real world"". These kinds of attitudes is what really annoys all the students studying hospitality. We all talk about these offensive comments and appreciate that something is done. He opens his eyes of how the professors of F.I.U. actually teach their classes. Also, how extremely rude most of them really are!! When it comes to the evaluations most of the professor try hard to be a bit kind. Overall, F.I.U. is a great school to live in and a good tranquil environment. Try to make the school better for any students!!!!"
- That the people from a particular country should be ashamed of what their government was doing about eco-tourism in that country---highly offensive and inappropriate
- The staff commented that the person's origin in essence barred him from being in US.

RACE/ETHNICITY:

- An accounting Professor made an Afghan comments/ jokes /reference to Arab looking student during class when he raised his hand to ask question or make comments
- Another professor made a comment about the Spanish community in Miami.
- A professor in one of my classes was always making fun of students. Sometimes it was about race, national origin, age, and so on.
- A professor was always making racial slurs about African Americans and our cultures. most of his comments were very stereotypic.
- Being a White-non-Hispanic female, I am surprised at the numbers of people who use such terms as "red-neck," among others, and do not have qualms with pointing fingers at non-Hispanics as scapegoats for problems relating to international and local circumstances. Case in point Elian Gonzalez and the current crisis in the middle east
- Faculty and staff often show signs of prejudice towards race... through conversations with fellow faculty and staff. Such conversations can be heard in the cafeteria or outside of class.
- Favoring Latin Students
- I had a professor for Approaches to Literature, who always made degrading comments about blacks in our class, there was only one black student in the class and he would look straight at this student when making his comments.
- I have an incredibly racist professor.
- I have not heard the word "nigger" for a long time before leaving LA until I came to this school. You need to understand that everyone on the campuses are not Cuban and that is ok. You need to learn to embarrass other cultures rather than be too proud of yo
- I have overheard college of education staff/administrative assistants make negative comments or "jokes" of this nature (race/ethnicity) on numerous occasions.
- I just sensed that that Faculty Member was very narrow minded when it came to experiencing another culture...that tells me that there is low tolerance for other races (because usually a culture encompasses another race)
- I've had a teacher make bigoted comments (whether consciously or not)
- I've heard my major professor referring in an offensive way to black people, Hispanics... I've also seen my major advisor enjoying giving a bad grade a black student (and causing his suspension from the graduate program) when he deserved better.
- (Name) carried on with his class by degrading others because of ethnicity

- Occupational Therapy Department should be separated from a school that promotes diversity.....The NAACP should look into (Name) who was an associate professor in 2000. She stands against diversity and strongly believe that she is racist!!!
- One of professors thinks they are including everyone by assuming aloud that all Asians are good at Math and that Americans are not. Even though it seems like a compliment, it singles them out and generalizes and makes assumptions about people.
- Palmed my penis and called me a stupid incompetent n*****
- Stating that blacks have lower cognition level than other race
- The incident involved someone at one of the student service offices referring to me by a name that I certainly did not like. The racial comment was indeed very offensive to me. To this day, there was still no action taken.
- The professor made stereotypical comments about African Americans
- These issues are always very difficult to prove or substantiate. However, in a class of 35+ students there were two blacks of Caribbean origin. One of these students allegedly received an 'F', the other received the only 'C'. Possible but strange. The professor by the way is of Scandinavian origin. Although that professor may have resided in the US for several years, that person appears to be out of touch with the efforts to heal racial wounds and restore racial harmony in the country.

RELIGION:

- A faculty member at FIU seems to have a problem with my religion. She even suggested that I not attend religious services in order to attend school events. She questioned the amount of ethnic members of my religious institution and gender relations in a threatening way. Since she is the head of my dept. I felt intimidated.
- Another professor put down all Christian religions in a discussion in class
- A professor forced me to say a prayer.
- At HCET the place where I used to work before for 2 years. A secretary made a comment about my religion.
- Basically the professor made a religious comment concerning Christians. He would make stereotypical comments like: "All Pastors are Crooks." Mind you, this is not a religious class, but he will find a way to give some comment/story dealing with Christians.
- Faculty and staff often show signs of prejudice towards religion... through conversations with fellow faculty and staff. Such conversations can be heard in the cafeteria or outside of class.
- General insulting jokes, insensitive to backgrounds and presuming that everyone had the same religious background. (I'm agnostic)
- Generally some professors can be very rude about their democratic sway and bashing republican sway. Sometimes it involves religion and sometimes it doesn't but it is still unnecessary. This happened in my abnormal psychology class that enrolled for in the spring in north campus; the professor got into abortion when it wasn't part of class content and he mentioned how stupid the candidate was for the upcoming elections.
- I had a professor comment that she did not want to see any mention of Jesus or God in a paper that was supposed to express our personal philosophy. To justify her request, she incorrectly stated that the constitution contains a "separation of church and state" clause. I pointed out that the constitution makes no mention of that phrase. The first amendment prevents the government from establishing any particular religion, but gives individual citizens the right to "free exercise" of their chosen religion. This was the most blatant case, but I've had other professors more indirectly take pot-shots at Christianity or religion in general. Professors should not be allowed to use their authority status to

propagate their own personal religious or political beliefs (oh yes, we had plenty of Republican bashers as well).

- I took Myth Ritual and Mysticism last year with a professor who did not have an office on campus and could not be reached outside of class. He was Jewish, not religiously, but ethnically. He was highly offended by any mention of Jewish people and the stigmas surrounding them. And while I understand that fully I do not understand why he spent most of the class bashing Christians. I am Christian, and while we are often made fun of for being overbearing about our beliefs, I feel that each person has to decide their own experience with God. But to be honest, it was sickening to come to class every week and hear this man make fun of, single out, categorize, and just plain make fun of the Christian Community. It should not have been allowed, teachers should remain biased unless they are willing to be mature about their opinions.
- Lot of professors do not respect ones religion!!!
- (Name) also said things related to religion, which I believed to be disrespectful and rude. He carried on with his class by degrading others because of religion.
- In a literature class the professor referred to some of the literature as pieces of catholic garbage
- I've heard my major professor referring in an offensive way to (the pope) Catholics, Muslims
- (My instructor) has also made negative comments about John Ashcroft's stand against pornography saying that it was ridiculous and that these fundamental Christians are crazy. I support Ashcroft and I am a Christian. By the way, he teaches Legal Psych. Many of my professors denounce the Christian faith and ridicule its doctrines. This upsets me in that they expect my tolerance to their ideologies and yet are intolerant to mine.
- One of my instructors makes inappropriate comments about religion in general.
- There are always religious jokes especially to the Arab and Indian cultures.
- The same professor talked about how Jews have been in control of most societies and ideas and used the example that Karl Marx was a Jew and therefore all Communist countries owe their governmental structure to Jews.

SEXUAL ORIENTATION:

- A professor also made a comment about the gay community.
- A teacher of mine made a snide comment concerning "fags"
- Faculty and staff often show signs of prejudice towards sexual orientation through conversations with fellow faculty and staff. Such conversations can be heard in the cafeteria or outside of class.
- I had a professor describe Rio de Janeiro as a place where "after dark all the gays and lesbians come out and you never know what they will do to you."
- I have overheard college of education staff/administrative assistants make negative comments or "jokes" of this nature (sexual orientation) on numerous occasions.
- Just comments made by one professor and it had to do with the clergy controversy on pedophilia. Somehow she tied it in to homosexuality.
- Then in another class I was offended when a music theory professor decided to poke fun at gay people
- They said that gay people are wrong.

UNCLEAR:

- A fire alarm went off in PC and a handicapped man could not get away from the building because on the side of the building that faces the library there is no wheel chair access. Thank goodness it was not an actual fire!
- A male professor in the HSA dept. was very rude to me on the phone and remarked that I do not comprehend English. He also yelled and ranted like he was mad. I was floored.
- A professor assumed each of these things about students in his graduate seminar or made comments about people who belong to various groups.
- Cohabitation before marriage...the professor blatantly said it was a sin.
- I have dreadlocks and the professor always made it a point to a comment about my hair in such a way to make the class laugh.
- I have personally been discriminated by staff in general based on the way I dress and the tattoos in my body.
- It was a personal incident after which I filed a grievance with my department and absolutely nothing was done. I dropped this issue after time, because I still attend school here and wanted no additional difficulties with my dept or professors that were made aware of my grievance. It remains the only blemish I have about F.I.U. Unfortunately; the laws that govern this procedure are strictly unfair to the complaining student at least in my department.
- (Name's) language is horrible. He makes horrible comments in class.
- One of my prof. picks on everyone equally. Therefore, after my initial shock I got used to his comments.
- One professor used profanities during class. Totally unnecessary! Another professor made references to OJ Simpson and that he was guilty, but not convicted. I felt uncomfortable with such a statement.
- The art department is discriminatory and insulting. The offend students based on their opinion about the religion, sexual orientation, national origin, gender, etc. I had the opportunity of being offended and humiliated many times during the "spring reviews" and the "feedback sessions".
- This professor called the entire class a bunch of idiots and made degrading comments about students with scholarships
- When I asked a question in my Finite Math class my professor (Name) had a snobbish attitude, made me and my classmates feel stupid, and instead of taking the time to explain the concept said that he refused to cover the material which I questioned and stated "this is as much of a review as you're gonna get."

In the previous year at FIU, I was offended by a student making a comment that I considered to be degrading to someone's:
(Please describe the incident or incidents)

AGE:

- A couple of students were discussing how miserable a professor was, (after a quiz) and one of the reasons, according to them, was the professor's age.

DISABILITY (Physical, Learning):

- I have seen people make fun of disabled people on campus.
- People making fun of students with mental and physical ailments.

GENDER:

- A student made a joke in front of the entire class about a women's body part.
- Gender bashing of males, females
- Graduate student in class made comments that were very disparaging to women
- I have heard students say degrading things about women and sexual orientation, particularly women's studies. I have heard people say that women's studies activities and events are for a bunch of lesbians, men haters, etc.
- In one of my classes, our teacher encourages the degradation of women and their capacity to think, reason, and behave as well as men do.
- In the particular department I am in although it is at the graduate level, women are looked upon as weak and not able to carry certain functions
- The gender issue is that many male students at FIU are rude to female students by, making sexual comments to them or staring at our bodies.
- The score of students that loiter in the Graham Center the entire day; staring, gawking, pointing, and yes, uttering nonsense at the females that pass by. It taken too far at times.
- Usually involving comments such as "bitches" in reference to women.
- Women's role in politics

NATIONAL ORIGIN:

- American people are very naive when it comes to addressing African students.
- Cubans making comments about other "Hispanics" (Venezuelans and Spaniards)
- Everyday is a new story. People simply express themselves without taking into consideration others origins in general. I guess this is normal for some people.
- Following the September 11 attacks on the nation I witnessed more than one student act different towards a Middle Eastern person. Which I think is wrong and unfair.
- I am tired of all these "Latin International Students" walking around without respect for quiet in the library. My generalization is that the majority of them are extremely loud and obnoxious and they walk around being arrogant and snotty
- I had the unfortunate experience of hearing my fellow schoolmates degrading the people of Afghanistan and Iraq. As academics we are to be objective, in so doing we would remove from society the stigma attached to those who are not from Western culture.
- It happened just after the Sept. 11 events.
- National Origin: Cuban students offending Nicaraguan students, usually in the Greek system.
- On 9/11 while walking to class in the morning there was a crowd around the T.V. 2nd floor G.C. building. A Latin student turned to another student and yelled, "I bet those were your people who did that?"
- One day, in a hallway, a guy suddenly tried to stop me and speak to me, just for making fun of me, based on my national origin. Because I am Not American, he tried to tell me ""HOW AMERICAN PEOPLE GREET OTHERS and HOW I SHOULD BEHAVE IN AMERICA"" even though I had never met with him before. Moreover, it was totally wrong information. And in addition, he even told my friend that we, the people in my country, are racist! Although he has never been to my country.
- Some people just assume where I'm from by appearance, instead of asking where I'm from. e.g."You are (national origin), right?"
- Stereotyping of national origin
- Students complaining about the amount of work required to make an "A" in classes taught by professors from other countries made derogatory comments about the teacher's

nation of origin. I heard these type of comments on more than one occasion about professors who held their students to high standards and actually required some work to make a good grade in the class.

- This has happened often because of me being from Colombia, some students make comments about drugs that don't relate to me.

RACE/ETHNICITY:

- 9/11 has opened the door for many emotions to be revealed and generalizations about one's ethnicity when one is not educated to know any better can sometimes be shrugged off as ignorance, but sometimes it can not be so easily shrugged off
- A pro-Palestinian individual threatened me when I politely asked him to take his views elsewhere
- A student said that races shouldn't mix. People should stick to their own.
- Basically in school you hear it all, racist comments about all races and walks of life. There would be too many to write about. Race wars, hate and stereotyping,
- Because most students on this campus are Hispanic, I feel there is a definite sense of racism against students of other ethnicities.
- Discussions in some of my classes included students with reverse racism, ethnic stereotypes
- Dormroom incident. The cops came and handled it. Racist person picking on the gender and race of a black woman.
- During a course on the foundations of education I had to sit through a report that incorrectly stated facts about the history of slaves in America. I felt that the professor in the class did not fully correct the student after the student had provided obviously wrong information.
- I have also been around when students have openly used the N-word in the cafeteria in GC. They did not seem to care how anyone felt about it.
- I heard a Hispanic female tell a police officer on campus that a black Caribbean male with dreads doesn't look like he belongs on campus. The officer then asked to see his FIU identification. It turns out he is a student at FIU. Wasn't that hazing?
- I previously took a course dealing with African American literature. In the class I heard many racial comments between the students.
- I was also present when a person said that most blacks are thieves.
- I was wrongfully accused by a fellow team member of a group project after the final exam in the computer lab. No one came to my defense as I was verbally assaulted by an African American (I am Caucasian).
- People gathered around actually stating racial comments (stereotypes) while he was passing by.
- Race/Ethnicity: Ever present in the dorms and in Greek organizations.
- Someone called me a "spic". Long time no hear that term
- Students have expressed inappropriate remarks about African American students
- Students have shown signs of prejudice towards race
- The Spanish culture.... to be calling the Caucasians rude when they(Spanish people) live in an American society and can't learn to speak our English language.
- Too much racism toward white people!
- "Various ethnic groups should be coming to the US"

RELIGION:

- After 9-11 a student made some rude remarks concerning another student who is Muslim.
- After the 9/11 event, some students weren't too fond of the Muslim students on campus, and I had the chance to overhear some of the comments, and see some of the bad looks for girls who wore the scarf.
- A religious group should be sterile
- Because this school is predominantly Catholic, as an Atheist I have often been offended by the treatment that I get once some students find out.
- Discussions in some of my classes included students degrading any Christian religions
- Immediately following the 9/11 terrorists attacks, there was a lot of contempt directed towards Muslims in general. I was surprised to have heard such comments from students in an anthropology course, especially at FIU. The comments came from students, and the professor was quick to respond to them. In general, I believe the university has done all it can to provide an open forum for discussion of issues such as the 9/11 attacks. However, this does not account for the fact that there are a number of students on campus who don't think twice about making outlandish comments that are insulting not only to Muslim students, but to anyone with a little common sense. People like this can really tarnish the image of this university.
- I was present when another student and tenant of one of FIU's dorms made a comment that people from the West Indies practice voodoo. I was also present when a person said that all Muslims should be killed
- Just last week my husband and I stopped to talk to a friend in front of GC when we saw two guys harassing another wearing a Jewish star on his t-shirt. They called him a dirty Jew and told him to go home and back to where he came from. My husband is half Jewish and told the other guys to leave him alone, and ultimately outnumbered by my husband, his very large friend, The Jewish guy and his friend, they backed down, snickering all the way. I was surprised to see that kind of behavior at such a diverse university.
- Person reading scriptures on 2nd floor, in lobby. A couple walked by and made a negative remark, they walked away and then came back by the person and again made more offensive remarks.
- People should respect other religions, not try to convince, criticize it or try to demean a particular religion.
- Students have shown signs of prejudice towards religion
- There have been many anti-Islamic comments on campus since 9/11/01
- Too numerous to mention. But the majority of these were negative comments regarding someone's religion.
- Understandly, some of the students are lashing out at Arabs/Muslims, usually in classrooms where a forum has been opened by the professor. It doesn't normally offend me.

SEXUAL ORIENTATION:

- Bashing gays and lesbians,
- Graduate student in class said that gay people had a mental disorder
- "Homosexuals aren't allowed here"
- I believe all people should be treated the same whether they are homosexual or not and I believe the most of the time they are being discriminated. Although I don't believe that what they do is right I respect them and so should others.

- I have heard students say degrading things about women and sexual orientation, particularly women's studies. I have heard people say that women's studies activities and events are for a bunch of lesbians, men haters, etc. I also heard students commenting on how domestic violence in homosexual couples is not ""real"" and that if they were police officers they would probably fall on the floor laughing if a gay person called to report an incident of domestic violence.
- Inappropriate communication of opinion on sexual orientation
- In the particular department I am in although it is at the graduate level gay individuals are looked upon as weak and not able to carry certain functions
- People were giving their viewpoints in Spanish conversation class about gays and lesbians, for some reason, and there were some pretty ignorant views from people labeling themselves "professionals" because they were majoring in psychology.
- Sexual Orientation: Homosexuals are very much excluded by social groups in the dorms and in Greek organizations."
- Students have shown signs of prejudice towards sexual orientation. In one such incident students have been heard saying homophobic and obscene comments towards another group of students.
- The terms "fag" and "gay" are thrown around as if they were blessings.
- Too numerous to mention. But the majority of these were negative comments regarding someone's sexual orientation or religion.
- Two men were holding hands and someone said, "I can't stand these faggots at FIU.
- Unfortunately, I have had several experiences in courses dealing with issues of sexual orientation, gender roles and other topics of alternative sexuality, in which it was clear that a number of my fellow students exceeding prejudices were evident. Perhaps FIU should include awareness and encourage acceptance of these issues with the same effort the university puts forth on the part of race and ethnic appreciation.
- Usually involving comments such as "he's a fag"
- Various routine students comments on gays.
- While eating in the cafeteria I was sitting with a group of friends and we are openly gay and we were called faggots by an unnamed fraternity member. We just disregarded it as ignorance and narrowmindedness. Hasn't happened ever since. I think its was an isolated incident.

UNCLEAR:

- I hear this all the time whether in school or outside. The world DOES NOT HAVE TO BE POLITICALLY CORRECT!!!! This is why we have freedom of speech. Students should and can say whatever they want about whatever race, age, gender, national origin, disability, race/ethnicity, religion, sexual orientation...type of car someone drives, what color shirt someone is wearing. These are just opinions that people have, nobody should take offense to another person's mere opinion.
- Just overall students are not respectful to each other, they are not at all friendly and it seems like everyone is name calling and stuck in high school
- Just typical south Florida ignorance.
- Many students are immature and insensitive in this campus
- One has only to listen attentively for a period of time and one hears pretty much everything in the book.
- Similar to what has already being discussed above. I think this institution needs to intensify its efforts in sensitizing people on diversity. I personally do not let things of that nature go unchallenged I stamp on them immediately.

- These incidents were basically jokes mentioned as side comments by a student, or in class by a loud mouth and insensitive student.
- When in a large, group setting such as FIU, someone, sometime is going to offend me. It just cannot be helped. I am not particularly fond of racial slurs or derogatory remarks about God/Jesus, but I am fond of my freedom of speech and, as such, respect that same freedom afforded my classmates.

In the previous year at FIU, I witnessed discrimination by a faculty/staff member that I believed was based upon someone's:
(Please describe the incident or incidents)

AGE:

- As an older student I was not respected in my last year in the social work department.

DISABILITY:

- Some of our faculty seem to be lacking education in regards to both learning disabilities.

GENDER:

- A personal experience by another student was shared with me: she is an athlete and because she is female the new meal plan for next year allows her (and her fellow female athletes) only two meals per day, while her male counterparts are allowed all-you-can-eat per day. The issue was being addressed by a petition (signed by various female student athletes at FIU) against it at the time. I do not know if or how it was resolved.
- At the 2001 Political Science Departmental Awards (Name) gave a "too good to be true" female student an award and was subsequently seen behaving toward the female student in a very affectionate manner. I and others have wondered why (Name) likes this particular student so much
- Certain professors taking preference to help the female students.
- I don't know if the comment was due to gender but a professor was extremely rude to a student because he was late, and right after that a female student came in and he did not say anything. (Name)
- I experienced discrimination because I am a woman and this was noted in the attitude toward the women in my class from Professor (Name).
- I know a friend who took a class with my husband and received the same percentage on quiz grades as my husband, while my husband did better on tests and extra credit, participated in class, never missed a class, and communicated difficulties to the professor - yet- she received a B for the final grade while my husband received a C-. (He has to re-take the class)
- One professor in the Art department (Name) paid more attention to male students and particularly to one that he liked and spend the class time flirting with him.
- Preference was given by a male faculty member to attractive students as regards to extra credit. None was given in the case of males in the same situation.
- Professor thinking that a female student would not be able to accomplish much

NATIONAL ORIGIN:

- Not so much faculty directly, but I see through them. I am from the Cape Verde Islands off the West coast of Mauritania/Senegal West Africa. It bothers me to see charts and illustrational maps being used by some professors that do not include my islands. If they are teaching Geography of Africa and/or studies of whatever subspecialty that deals with the region, it is necessary, in my opinion, to have updated charts/maps to heighten the awareness of all who need to be enlightened about my country's existence and location. To my knowledge there are only 2 Cape Verdean students here at FIU, that's all you need. Please make efforts to use updated charts and not purchase any that do not show my islands, thanks.
- Professors are biased while grading. Some of the professors don't particularly like the students from my country.
- Professor speaking to students of different nationalities as if they were incompetent
- Several colleges focus primarily on supporting international students, whilst the home grown (local, U.S. native) are ignored. This has happened in tuition waivers, GA, TA and other support offered.
- Students of other nationalities have been singled out in the way their assignments are graded.
- The office manager (Name) offended a student worker (Name). (Name) told (Name) that she never did anything she was asked to do and then began to talk about (Name) in Spanish. (Name) does not speak Spanish and did not understand what was being said.
- The professor tends to speak in his language to the students from his country during tests and we felt that he was biased in his grading towards them

RACE/ETHNICITY:

- Favoring Latin Students
- I am not Spanish or of Latin culture, so I am not served as well as I could be. This has happened at the Office of the Registrar, Admissions Office, and applying for residency.
- I noticed that certain professor, especially literature and English, did not take African Americans' comments and academic ambition seriously.
- I think a teacher in one of my classes judged me according to my race. It was a math class and I feel as though she favored the Latin/White students better. I could be wrong, but there were times when me and another black female would raise our hands first, and then a Latin/White girl would raise their hands she would go to that person(s).
- Police Chief seems to distinctively favor hiring over other races.

RELIGION:

- A Muslim student was treated unfairly by teacher because they are Muslim.

UNCLEAR:

- Again, people at FIU need to be more accepting to other peoples' ethnicity. When I was a freshman I not only had to deal with becoming adjusted to college but also a new culture and language. When I am at FIU I feel like I am in another country.

In the previous year at FIU, I witnessed discrimination by a student that I believed was based upon someone's:
(Please describe the incident or incidents)

NATIONAL ORIGIN:

- In classroom setting, students making fun of the guy with the accent
- I witnessed many Middle Eastern students putting up flyers about the atrocities going on in the Middle East. These people ended up arguing with other students because this occurred just a few days after September 11th. This past semester I also didn't feel it was right that the Jewish clubs or groups had the GC building full passing out flyers for people to join and singing and what not. However the Middle Eastern students had their things outside of GC with pictures of once again atrocities being committed around the Middle East. I think these two groups should not be allowed to put up tables for demonstrations at the same time, it could lead to trouble, and I feel that both groups are being harmed by these actions.
- The situation was due to the student being Haitian. The students in a group could not understand him that well and referred him to another group, which I felt was wrong.

RACE/ETHNICITY

- General comments in class prior to class and during class by ignorant students who make comments, which are racist in nature.
- Isolation from a fraternity because of not being Hispanic.
- Most Fraternity and Sorority members choose their members or choose people whom they want to attend their parties or gatherings based on race and physical beauty. I really believed that, that kind of thinking would have been left behind at the High School level. Unfortunately immature people have come to the mature atmosphere of College with their retarded ways. It's a shame!
- Race - I am a resident of one of FIU's University Park dorms. I had my roommates once treated me as if I were their maids. They would dirty the suites kitchen and would write notes to me about cleaning up the mess (this is just one of few incidents to mention).
- Race - My friend sat next to a lady and she, very rudely, told him to sit somewhere else.
- There are numerous incidents that are more often than not done on a subtle basis, which speak to the pervasiveness of racism, not only at FIU, but globally. Minorities are usually more perceptive to the subtleties of racism.

RELIGION:

- A gentlemen decided to be funny when was asked by the professor to take his cap off for an examination. He refused because a young lady had a cloth on her head. I personally thought it was not an appropriate action taken by the gentlemen.
- My international business teacher starting making jokes about the Catholic Church
- Pesky Campus Preachers fishing for souls

SEXUAL ORIENTATION:

- I just witnessed some students making jokes about someone due to the fact he was gay!

UNCLEAR:

- Discrimination ALL THE TIME BY THE FRATS!!! no one can even find a seat at lunch w/o having to feel alienated by their endless dribble. Groups who practice exclusion on the basis of social standing should not be part of a university!! Academics/friendships not social politics should dictate university life!!"
- Everyday there is something said that will offend someone else. To some extent one cannot make a joke without offending someone, what you should really ask is are there any groups on campus who are actively trying to offend someone. For all intents and purposes the young democrats would offend the young republicans. So, yes I have witnessed it, but there is very little to do about stopping it.
- I applied for a grant and was told that the particular grant was not available in Education. A few weeks later the grant was issued to a student in education
- The Greek System and the athletes (Football/softball/baseball players) at FIU are MAJOR parts of these discriminatory comments to others at FIU.
- These happened on so many occasions that I cannot fit them all in this space. Having lived on campus gave me a greater exposure to these things.