

**Office of
Planning and Institutional Effectiveness
Institutional Research**



**Research Report 2002-03
Survey of Graduating Seniors
Fall 2000 – Spring 2001**

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Office of Planning & Institutional Effectiveness

The Graduating Senior Survey is a survey in the series of Continuous Quality Improvement Surveys instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the third survey report from the Graduating Senior Survey, and the eighth Continuous Quality Improvement Survey report. The information in these Continuous Quality Improvement Survey Reports will be 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, contact Clarice D. Evans at evansc@fiu.edu or 305-348-2731, (FAX) 305-348-1908, or visit us at University Park PC 543.

TABLE OF CONTENTS

Table of Contents	1
Executive Summary of Graduating Senior Survey Fall 2000 – Spring 2001	3
I. Summary of the Responses to the Graduating Senior Survey Fall 2000 - Spring 2001	
Introduction	5
Methodology:	
Sampling Design	5
Statistics	5
<i>Table 1 Return Rates of Fall 2000 & Spring 2001 Seniors By College/School</i>	6
<i>Table 2 Comparison of Response Rates By College/School 2000-2001</i>	7
II. Primary Findings from the Fall 2000 – Spring 2001 Survey	
A. Principal Indicators of Satisfaction with FIU	8
B. Items With the Highest Correlations	9
C. Primary Reasons Students Did Not Finish FIU in Four Years	9
D. Four Most Beneficial Sources of Academic Advisement	9
E. Strongest Correlates of Overall Experience at FIU	10
F. Strongest Correlates of Overall Academic Experience at FIU	10
G. Strongest Correlates of Social Experience at FIU	10
III. Twelve Principal Indicators of the Graduating Seniors' Overall Satisfaction With FIU (A graphical analysis)	11
Figure 1: Overall Experience at FIU	11
Figure 2: Overall Academic Experience at FIU	11
Figure 3: Challenged to Do Best	12
Figure 4: Recommend FIU to Others	12
Figure 5: Satisfaction With Department of Major	13
Figure 6: Professors Were Good Teachers	13
Figure 7: Professors Were Available Outside of Class	14
Figure 8: Quality of Other Undergraduates	14
Figure 9: Responsiveness of Administration	15
Figure 10: Responsiveness of Support Services	15
Figure 11: Courses Prepared Me For Employment	16
Figure 12: Courses Prepared Me For Graduate School	16
IV. Three-Year Comparison of Twelve Principal Indicators of the Graduating Seniors' Overall Satisfaction With FIU	17
Figure 13: Overall Experience At FIU	17
Figure 14: Overall Academic Experience	18
Figure 15: Challenged To Do Best	18
Figure 16: Recommend FIU	19
Figure 17: Satisfaction With Department of Major	19
Figure 18: Professors Were Good Teachers	20
Figure 19: Professors Available Outside of Class	20
Figure 20: Quality of Other Undergraduates	21

Figure 21: Responsiveness of Administration to Student Academic Problems	21
Figure 22: Responsiveness of Support Services to Student Needs	22
Figure 23: Quality of Courses Prepared For Employment	22
Figure 24: Quality of Courses Prepared For Graduate School	23
Conclusions	23
 V. Comparison of Responses to the Principal Indicators of Student Satisfaction Between UCF and Three-Year Average Data for FIU	 24
Figure 25: Overall Academic Experience	24
Figure 26: Challenged To Do Best	24
Figure 27: Recommend Institution To Others	25
Figure 28: My Professors Were Good Teachers	25
Figure 29: Professors Available Outside of Class	26
Figure 30: Quality of Other Undergraduates	26
Figure 31: Responsiveness of Administration	27
Figure 32: Responsiveness of Support Services	27
Conclusions	28
 VI. Group Differences	 28
A. Differences Between Gender Groups	28
<i>Table 3 Demographic Information By Gender</i>	29
Gender Demographics	29
Selected Statistically Significant Gender Differences Between Means	30
B. Differences Among Racial/Ethnic Groups	30
<i>Table 4 Demographic Items By Racial/Ethnic Group</i>	30
Racial/Ethnic Demographics	31
Selected Statistically Significant Racial/Ethnic Differences Among Means	32
C. Differences Among Working Groups	32
<i>Table 5 Demographic Items By Working Group</i>	32
Work Group Demographics	34
Selected Statistically Significant Work Group Differences Among Means	34
D. Differences Among College/School Groups	35
<i>Table 6 Demographic Information By College/School</i>	35
College/School Demographics	36
Selected Statistically Significant College/School Differences Among Means	37
E. Differences Among Campus Groups	38
<i>Table 7 Demographics By Campus Groups</i>	38
Demographics By Campus	39
Selected Statistically Significant Campus Differences Between Means	39
VII. Conclusions from the 2000-2001 Graduating Senior Survey	40
Appendix A: Graduating Senior Survey	42

EXECUTIVE SUMMARY OF GRADUATING SENIOR SURVEY FALL 2000 – SPRING 2001

This report summarizes the major findings from the Florida International University *Graduating Senior Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was adapted from a prototype survey developed by the State University System (SUS) Accountability Committee on Survey Activity (Legg, Final Report, 1992). This survey was designed to measure graduating students' satisfaction with and attitudes about Florida International University. The survey design assured each individual respondent of his or her anonymity in an attempt to facilitate candor.

The Graduating Senior Survey was distributed to 3,376 students who were intended members of the graduating class of Fall 2000 and Spring 2001. Five hundred eighty-six seniors returned the survey for a response rate of seventeen percent. The comprehensive survey asked questions about the graduating seniors' satisfaction with Florida International University in various domains such as the quality and availability of faculty in his or her major, the quality and availability of courses, the quality and availability of academic advising, and the quality of the libraries. The survey also questioned graduating seniors about the frequency of use and quality of services such as Counseling and Psychological Services, the Testing Center, Recreational Services, On-campus student employment, and Health Services.

Twelve principal indicators have been singled out as the most reliable measures of the graduating seniors' satisfaction with FIU. They have been summarized below.

- *Satisfaction with overall experience at FIU:* 90% of respondent seniors indicated that they were satisfied with their overall experience (29% very satisfied, 61% satisfied).
- *Academic experience:* 85% of respondent seniors indicated that they had a positive academic experience (26% excellent, 59% good ratings).
- *Challenged:* 91% of respondent seniors indicated that they had been challenged to do the best that they could at FIU (50% most of the time, 41% some of the time).
- *Recommend FIU:* 92% of respondent seniors reported that they would recommend FIU to a friend or relative considering college (52% without reservations, 40% with reservations).
- *Satisfaction with department of major:* 71% of respondent seniors agreed that they were satisfied with the department of their major (20% strongly agreed, 51% agreed).
- *Professors, in my major, were good teachers:* 83% of respondent seniors agreed that their professors were good teachers (32% strongly agreed, 51% agreed).
- *Professors, in my major, were available outside class:* 84% of respondent seniors agreed that their professors were available outside class (35% strongly agreed, 49% agreed).
- *Quality of other undergraduates:* 70% of respondent seniors gave the quality of their fellow students favorable ratings (11% excellent, 59% good).

- *Responsiveness of FIU administration to student academic problems:* 56% of respondent seniors rated the administration as responsive to student problems (10% excellent, 46% good).
- *Responsiveness of FIU support services to student needs:* 57% of respondent seniors rated the responsiveness of FIU support services favorably (12% gave excellent ratings, 45% good).
- *Courses, in my major, prepared me for employment:* 64% of respondent seniors agreed that their courses prepared them for employment (20% strongly agreed, 44% agreed).
- *Courses, in my major, prepared me for graduate or professional school:* 65% of respondent seniors agreed that their courses prepared them for further study (20% strongly agreed, 45% agreed).

Items with the Highest Correlations:

- To the extent that graduating senior respondents believed that FIU contributed to their understanding and application of scientific principles, they also believed that FIU contributed to their ability to conceptualize and solve problems ($r = .70, p < .001$).
- To the extent that graduating senior respondents believed that they were given the opportunity at FIU to develop appropriate computer skills, they also believed that in their major, their training in computer skills had prepared them for today's technology ($r = .70, p < .001$).
- To the extent that graduating senior respondents were satisfied with the responsiveness of FIU support services to student needs, they also were satisfied with the responsiveness of the FIU administration to student academic problems ($r = .69, p < .001$).

Strongest Predictors of Academic Experience (Multiple Regression Analysis):

- Ratings of overall experience at FIU
- Ratings of the responsiveness of the FIU administration to student academic problems

Response rates to the survey continue to be a problem. The administration of the survey online may contribute to this problem. However, when the survey was placed online, it was divided into three surveys instead of one, thereby giving each individual student fewer survey items to respond to. In general, online surveys tend to have lower response rates than paper versions of surveys. Currently, the survey administrator and the college/school deans are utilizing the email address assigned to each student at FIU to notify the student that the survey is available. A greater effort needs to be made by the Administration, the Deans, and faculty members to get the students to activate and use this email account (or at least forward mail in this account to another preferred account). Online surveys are very cost-effective and will continue to be utilized for the foreseeable future. However, it is important to note that the overall number of student responses has improved dramatically from a total of 168 respondents in 1999 to the current total of 586.

I. SUMMARY OF THE RESPONSES TO THE GRADUATING SENIOR SURVEY FALL 2000 – SPRING 2001

INTRODUCTION

As an institution of higher learning, it is vitally important that student feedback is elicited on a comprehensive range of topics involving the university community. One such avenue of feedback is to request graduating seniors to look back on their time at Florida International University and provide faculty and administrators feedback on their thoughts and attitudes about their experiences at FIU. Therefore, a Continuous Quality Improvement survey is distributed to graduating seniors to give each student an opportunity to have a voice in shaping the future at FIU as we move into the new millennium.

This report summarizes the main findings from the Florida International University *Graduating Senior Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was adapted from a prototype survey developed by the State University System (SUS) Accountability Committee on Survey Activity (Legg, Final Report, 1992). This survey was designed to measure graduating students' satisfaction with and attitudes about Florida International University. The survey design assured each individual respondent of his or her anonymity in an attempt to facilitate candor.

METHODOLOGY

Sampling Design. Surveys were distributed in the fall semester (2000), by staff members from the Registrar's Office, in a packet of materials that accompanied each student's application for graduation. He or she was instructed to return the completed surveys to his or her respective college/school. In Spring 2001 the Office of Planning and Institutional Effectiveness introduced the online Graduating Senior Survey. This survey was virtually identical to the previous survey, except the survey was split into three different versions, each with a particular focus: Academic Issues, Quality Issues, and Personal Growth and Advising Issues. Each version of the survey contained an identical set of questions that had been identified as principal indicators of student satisfaction, demographic items, and items unique to the theme of the survey (Academic Issues, Quality Issues, and Personal Growth and Advising Issues).

The Registrar's Office provided an exhaustive list of all students who had filed intent to graduate forms for the Spring 2001 semester. These students were randomly assigned a version of the survey and were then e-mailed a letter from the survey coordinator and the Vice-Provost of Planning and Institutional Effectiveness. Embedded in the letter was a link to the version of the online survey he or she had been assigned. Two e-mail reminders followed up this initial letter before the end of the semester. Five hundred eighty-six seniors who were expected to graduate at the end of the Fall 2000 or Spring 2001 semesters responded to the survey, out of a graduating class of 3,376, a response rate of 17%. Table 1 shows the number of graduates by college, percentage of graduates by college, and response rate by college. Table 2 shows the response rates for the Spring 2000 data collection compared to the Fall 2000-Spring 2001 data collection. Appendix A provides the Graduating Senior Survey, with tabulated responses for each question.

Statistics. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 10.1. In general, a three to five point scale was used for the survey items, 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 among two or more variables. The degree of correlation is denoted by “*r*” (Pearson Product Moment Correlation). A positive correlation indicates that as scores increase for one variable, they also increase for another variable (or both scores decrease). Analysis of Variance (ANOVA) tests were performed and reported by using the “*F*” statistic.

Table 1
Return Rates of Fall 2000 & Spring 2001 Seniors By College/School

	Headcount Population of Graduating Class		Surveys Returned by College		Return Rate of Surveys by College	(% of all returned) minus (% of class)
		% of graduating		% of all		
<u>FIU College/School</u>	<u>#</u>	<u>class</u>	<u>#</u>	<u>returned</u>	<u>%</u>	<u>%</u>
Architecture	51	1.5	8	1.4	15.7	-.1
Arts & Sciences	811	24.0	192	32.8	23.7	8.8
Business	1022	30.3	93	15.9	9.1	-14.4
Education	393	11.6	25	4.3	6.4	-7.3
Engineering	170	5.0	60	10.2	35.3	5.2
Health & Urban Affairs	607	18.0	84	14.3	13.8	-3.7
Hospitality Management	185	5.5	45	7.7	24.3	2.2
Journalism	137	4.1	73	12.5	53.3	8.4
No Indication	--	--	6	1.0	--	--
Totals	3376	100.0	586	100.0	17.4	

Based upon the response rate patterns, it is believed that these respondents were not representative of the Fall 2000 and Spring 2001 graduating classes. The response rates from each college varied widely from less than seven percent in the College of Education to approximately 53% for the School of Journalism & Mass Communication. Seniors from the College of Arts & Sciences were over represented in the survey responses. These seniors returned 33% of all surveys, but they represented about 24% of the graduating class. College of Business seniors were under represented in the survey responses. These seniors constituted 30% of the graduating class, but they returned only sixteen percent of all surveys.

Table 2
Comparison of Response Rates By College/School 2000-2001

College/School	Return Rate of Surveys Fall 2000- Spring 2001	Return Rate of Surveys Spring 2000	Average Return Rate by College/School 2000-2001
	<u>%</u>	<u>%</u>	<u>%</u>
Architecture	15.7	8.0	13.2
Arts & Sciences	23.7	16.1	21.0
Business	9.1	50.0	20.4
Education	6.4	11.3	8.2
Engineering	35.3	14.0	28.1
Health & Urban Affairs	13.8	43.8	23.7
Hospitality Management	24.3	96.8	48.7
Journalism	53.3	25.0	43.9
No Indication	--	8	--
Totals	17.4	34.3	22.6

It should be noted that it is unclear whether every student filing an intent to graduate form in Fall 2000 received a graduating survey from the Registrar's Office, or whether every college/school returned the completed surveys to the Office of Planning and Institutional Effectiveness. Therefore, the response rates that are indicated may be artificially low. The response rates were calculated by dividing the total number of responses to the survey by the number of graduating seniors for the two semesters.

The Schools of Hospitality Management and Journalism & Mass Communication are an excellent example of positive response rates for the Spring 2000 through Spring 2001 time period. While the average response rates for graduating seniors for that same period was 22.6%, the response rates for these two schools were about double the average response rate. The Colleges of Engineering and Health and Urban Affairs also had a response rate above the average for the Spring 2000 through Spring 2001 time period. The College of Education was the only college/school with an average response rate of fewer than ten percent.

II. PRIMARY FINDINGS FROM THE FALL 2000 – SPRING 2001 SURVEY

A. Principal Indicators of Satisfaction with FIU

Introduction. Twelve principal indicators have been singled out as the most reliable measures of the graduating seniors' satisfaction with FIU. These measures include overall satisfaction with FIU, whether or not the respondent would recommend FIU to a friend or relative considering college, and whether or not the respondent felt challenged at FIU. The principle indicators also included questions about the department of his or her major, his or her attitudes toward professors' teaching skills and availability, and questions about the responsiveness of the administration and support services to student needs. In general, FIU students reported very positive attitudes toward FIU; however, positive responses to several important indicators decreased from the responses in Spring 2000. The following is a summary of graduating students' responses to the twelve principal indicators. A more descriptive analysis can be found on page eleven.

(You will find the percentage change from the Spring 2000 survey findings in bold parentheses. The graduating seniors' responses were rounded to the nearest percent.)

- *Satisfaction with overall experience at FIU:* 90% of respondent seniors indicated that they were satisfied with their overall experience (29% very satisfied, 61% satisfied). **(-1%)**
- *Academic experience:* 85% of respondent seniors indicated that they had a positive academic experience (26% excellent, 59% good ratings). **(-4%)**
- *Challenged:* 91% of respondent seniors indicated that they had been challenged to do the best that they could at FIU (50% most of the time, 41% some of the time). **(-2%)**
- *Recommend FIU:* 92% of respondent seniors reported that they would recommend FIU to a friend or relative considering college (52% without reservations, 40% with reservations). **(=)**
- *Satisfaction with department of major:* 71% of respondent seniors agreed that they were satisfied with the department of their major (20% strongly agreed, 51% agreed). **(-5%)**
- *Professors, in my major, were good teachers:* 83% of respondent seniors agreed that their professors were good teachers (32% strongly agreed, 51% agreed). **(-6%)**
- *Professors, in my major, were available outside class:* 84% of respondent seniors agreed that their professors were available outside class (35% strongly agreed, 49% agreed). **(+6%)**
- *Quality of other undergraduates:* 70% of respondent seniors gave the quality of their fellow students favorable ratings (11% excellent, 59% good). **(-4%)**
- *Responsiveness of FIU administration to student academic problems:* 56% of respondent seniors rated the administration as responsive to student problems (10% excellent, 46% good). **(-1%)**

- *Responsiveness of FIU support services to student needs:* 57% of respondent seniors rated the responsiveness of FIU support services favorably (12% gave excellent ratings, 45% good). (+4%)
- *Courses, in my major, prepared me for employment:* 64% of respondent seniors agreed that their courses prepared them for employment (20% strongly agreed, 44% agreed). (-10%)
- *Courses, in my major, prepared me for graduate or professional school:* 65% of respondent seniors agreed that their courses prepared them for further study (20% strongly agreed, 45% agreed). (-8%)

B. Items with the Highest Correlations

- To the extent that graduating senior respondents believed that FIU contributed to their ability to think logically, they also believed that FIU contributed to their ability to think critically ($r = .78, p < .001$).
- To the extent that graduating senior respondents rated highly the quality of student records, they also rated highly the quality of student transcripts ($r = .76, p < .001$).
- To the extent that graduating senior respondents believed that FIU contributed to their understanding and application of scientific principles, they also believed that FIU contributed to their ability to conceptualize and solve problems ($r = .70, p < .001$).
- To the extent that graduating senior respondents believed that they were given the opportunity at FIU to develop appropriate computer skills, they also believed that in their major, their training in computer skills had prepared them for today's technology ($r = .70, p < .001$).
- To the extent that graduating senior respondents were satisfied with the responsiveness of FIU support services to student needs, they also were satisfied with the responsiveness of the FIU administration to student academic problems ($r = .69, p < .001$).

C. Primary Reasons Students Did Not Finish FIU in Four Years

- "Took a semester off" (35%)
- "Job caused me to take reduced course loads" (19%)
- "Changed majors" (12%)
- "Had financial problems" (11%)

D. Four Most Beneficial Sources of Academic Advisement

- "Friends" (28%)
- "Advisors in my major" (27%)
- "Central Advisors" (17%)
- "Student Advisors" (12%)

E. Strongest Correlates of Overall Experience at FIU

- Whether respondent would recommend FIU to a friend or relative considering college
- Ratings of academic experience
- Ratings of responsiveness of administration to student academic problems
- Ratings of quality of admissions
- Ratings of responsiveness of support services to student needs

F. Strongest Correlates of Overall Academic Experience at FIU

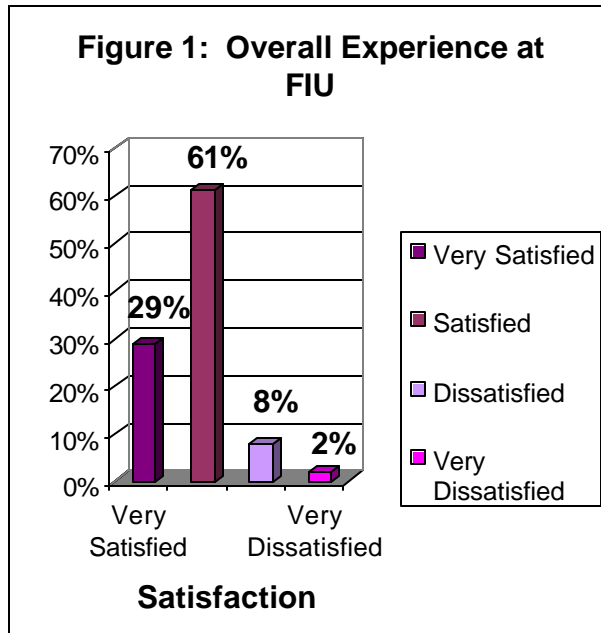
- Ratings of overall experience
- Whether respondent would recommend FIU to a friend or relative considering college
- Extent challenged to do their best
- Ratings of responsiveness of administration to student academic problems
- Ratings of department of respondent's major

G. Strongest Correlates of Social Experience at FIU

- Ratings of quality of other undergraduate students
- Whether respondent would recommend FIU to a friend or relative considering college
- Ratings of academic experience
- Ratings of the quality of academic advising
- Ratings of the quality of cultural activities

III. TWELVE PRINCIPAL INDICATORS OF THE GRADUATING SENIORS' OVERALL SATISFACTION WITH FIU (A graphical analysis)

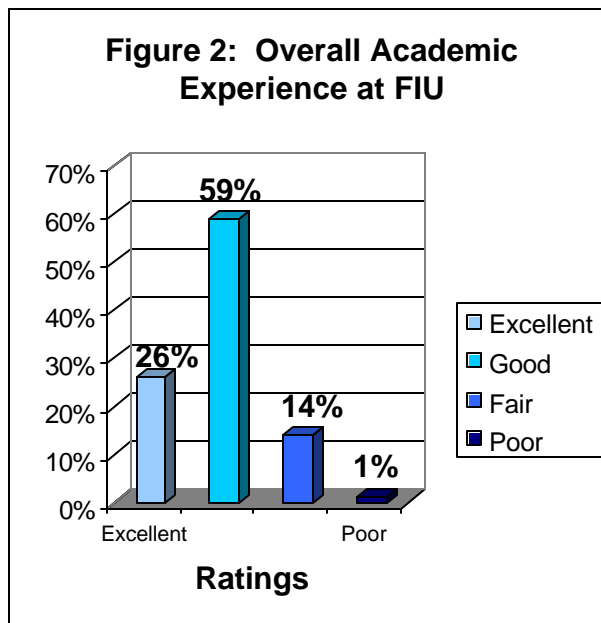
Overall Experience



The findings in Figure 1 indicate that 90% of graduating senior respondents were satisfied with their overall experience at FIU: 29% of graduating seniors reported that they were very satisfied and 61% were satisfied. Ten percent of respondents reported that they were dissatisfied with their overall experience at FIU: 8% reported being dissatisfied and 2% reported being very dissatisfied.

Correlations: To the extent that respondent seniors were satisfied with FIU, they also would recommend FIU to a friend or relative considering college ($r = .58, p < .001$), rated highly their overall academic experience ($r = .56, p < .001$), rated highly the responsiveness of the administration to student academic problems ($r = .47, p < .001$), and rated highly the quality of the admissions process at FIU ($r = .45, p < .001$).

Overall Academic Experience

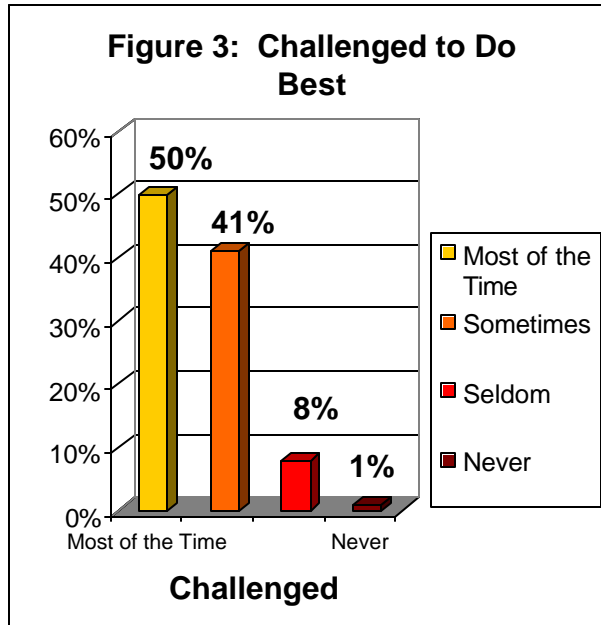


The findings in Figure 2 indicate that 85% of graduating respondents reported a positive overall academic experience: 26% rated their academic experience as excellent while 59% rated their academic experience as good. Fifteen percent of respondents reported that their academic experience at FIU was negative: 14% rated their academic experience as fair and 1% rated their academic experience as poor.

Correlations: To the extent that the graduating respondents rated highly their overall academic experience, they also were satisfied with their overall experience at FIU ($r = .56, p < .001$), reported that they would be likely to recommend FIU to a friend or relative considering college ($r = .54, p < .001$), reported that they were

challenged to their best at FIU ($r = .49, p < .001$), and rated highly the responsiveness of the administration to student academic problems ($r = .47, p < .001$).

Challenged to Do Their Best

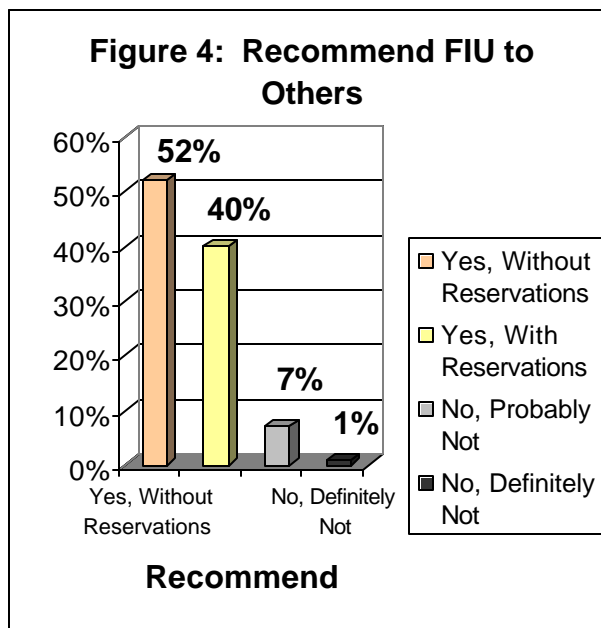


The findings depicted in Figure 3 indicate that 91% of graduating senior respondents reported that they were challenged to do their best at FIU: 50% reported that they were challenged to do their best most of the time, an additional 41% reported that they were challenged sometimes. Nine percent of respondents reported that they were not challenged to do their best at FIU: 8% reported that they were seldom challenged and another 1% reported that they had never been challenged.

Correlations: To the extent that graduating respondents were challenged, they also rated highly their overall academic experiences ($r = .49$, $p < .001$), believed that FIU contributed to their personal growth in the area of critical thinking ($r = .48$, $p < .001$), believed that FIU prepared

them to pursue life-long learning ($r = .48$, $p < .001$), and believed that their education at FIU was preparing them to lead a productive life ($r = .48$, $p < .001$).

Recommend FIU to Others

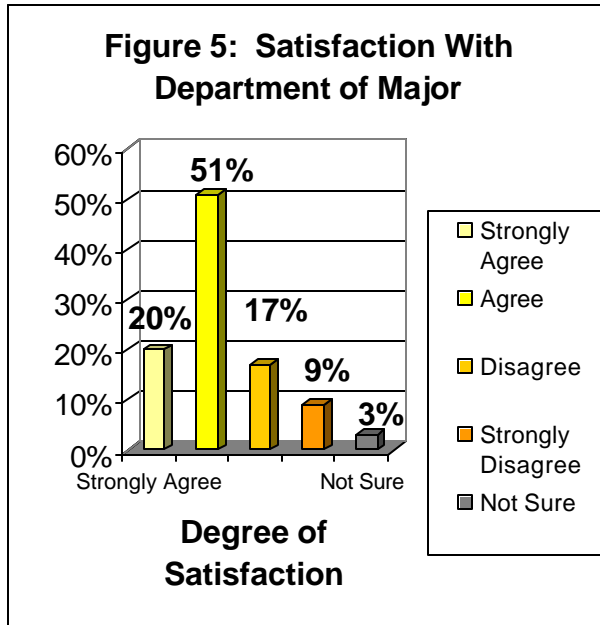


The findings depicted in Figure 4 indicate that 92% of graduating senior respondents would recommend FIU to a friend or relative considering college: 52% of respondents would recommend FIU, without reservations and 40% reported that they would recommend FIU, with reservations. Approximately 7% of respondents reported they probably would not recommend FIU and 1% reported that they would not recommend FIU under any circumstances.

Correlations: To the extent that senior respondents would recommend FIU to a friend or relative considering college, they also rated highly their overall experience at FIU ($r = .58$, $p < .001$), rated highly their overall academic experience at FIU ($r = .54$, $p < .001$), rated

highly the responsiveness of the administration to student academic problems ($r = .50$, $p < .001$), and rated highly the quality of other undergraduates at FIU ($r = .46$, $p < .001$).

Satisfaction With Department of Major

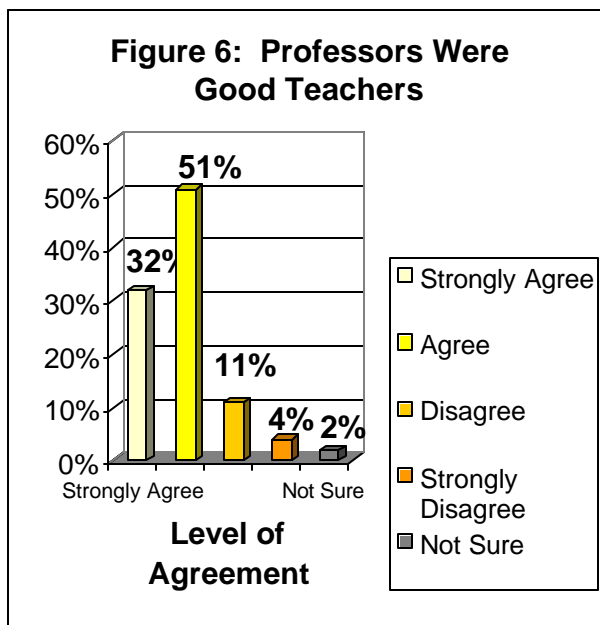


The findings in Figure 5 indicate that 71% of graduating senior respondents were satisfied with the department of their major at FIU: 20% of graduating respondents strongly agreed that they were satisfied and 51% agreed. Twenty-six percent of respondents were not satisfied with the department of their major at FIU: 17% disagreed and 9% strongly disagreed. Another 3% of graduating respondents did not know whether they agreed or disagreed.

Correlations: To the extent that graduating respondents agreed that they were satisfied with the department of their major, they also believed that the professors in their major were good teachers ($r = .60, p < .001$), were satisfied with the fairness of grading in their courses ($r = .57,$

$p < .001$), believed that the quality of courses in their major prepared them for employment ($r = .54, p < .001$), and believed that the quality of courses prepared them for graduate school ($r = .49, p < .001$).

Professors Were Good Teachers

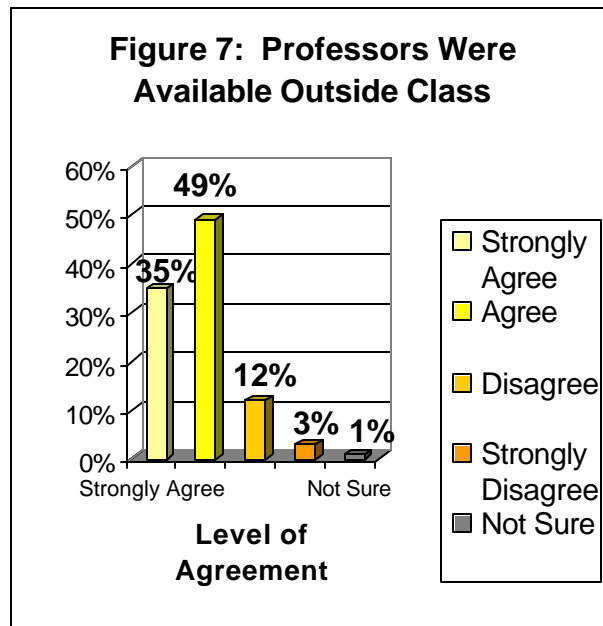


The findings in Figure 6 indicate that 83% of graduating senior respondents at FIU reported that the professors in their major were good teachers: 32% of respondents strongly agreed, another 51% agreed. Fifteen percent of graduating respondents at FIU did not agree that the professors in their major were good teachers: 11% of graduating seniors disagreed and 4% strongly disagreed. Two percent of graduating seniors did not know whether they agreed or disagreed.

Correlations: To the extent that graduating respondents believed that their professors were good teachers, they also rated highly the department of their major ($r = .60, p < .001$), rated highly the quality of academic advising in

their major ($r = .48, p < .001$), believed that the professors in their major were available to assist them outside of class ($r = .47, p < .001$), and agreed that they were satisfied with the fairness of grading in courses in their major ($r = .45, p < .001$).

Professors Were Available Outside of Class

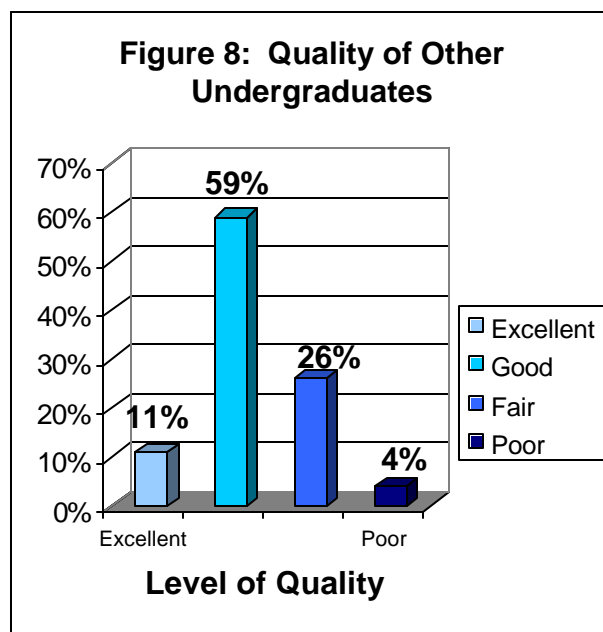


The findings in Figure 7 indicate that 84% of graduating respondents agreed that their professors were available outside of class to assist them: 35% of respondents strongly agreed, an additional 49% agreed. Fifteen percent of respondents did not agree that their professors were available outside of class: 12% of respondents disagreed that their professors were available and 3% strongly disagreed. Another 1% of respondents did not know whether they agreed or disagreed.

Correlations: To the extent that graduating respondents agreed that their professors were available outside of class, they also believed that their professors were good teachers ($r = .47$, $p < .001$), rated highly the department of their

major ($r = .43$, $p < .001$), believed that the quality of their courses prepared them for graduate or professional school ($r = .34$, $p < .001$), and believed that the quality of their courses prepared them for employment ($r = .34$, $p < .001$).

Quality of Other Undergraduates

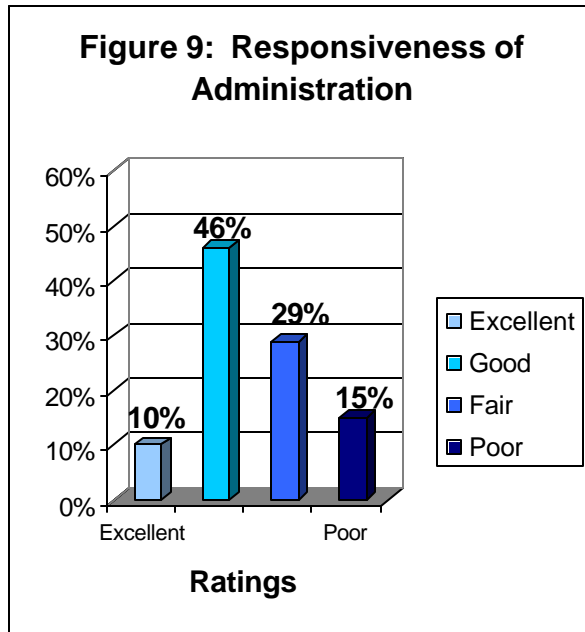


The findings in Figure 8 indicate that 70% of graduating respondents reported positive attitudes about the quality of their fellow undergraduate students: 11% believed that the quality of other undergraduate students at FIU was excellent, another 59% believed that the quality of other undergraduates at FIU was good. Thirty percent held negative attitudes about the quality of their fellow undergraduate students: 26% believed that the quality of other undergraduates was fair while 4% reported that they believed that the quality of other undergraduates was poor.

Correlations: To the extent that the graduating respondents rated the quality of other undergraduate students highly, they also agreed that FIU contributed to their ability to conceptualize and solve problems ($r = .53$,

$p < .001$), and their respect for the principles of moral living ($r = .47$, $p < .001$). These graduating respondents also rated highly their social experience at FIU ($r = .47$, $p < .001$) and would recommend FIU to a friend or relative considering college ($r = .46$, $p < .001$).

The Responsiveness of FIU Administration to Student Academic Problems

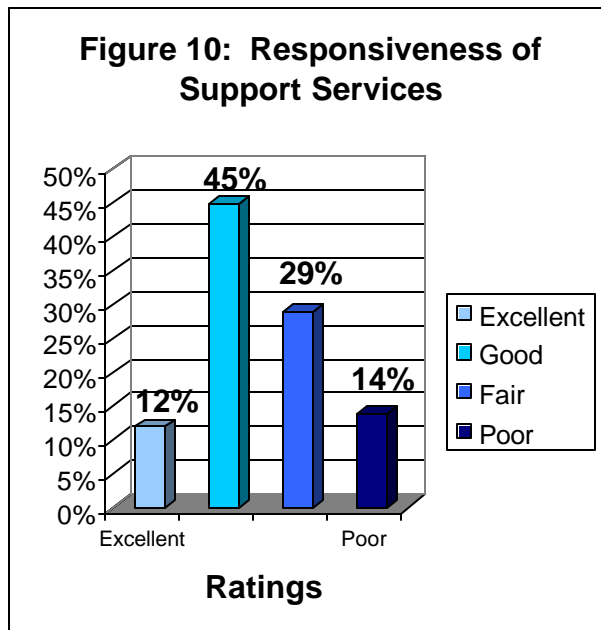


The findings in Figure 9 indicate that 56% of graduating respondents rated positively the responsiveness of the FIU administration to student academic problems: 10% rated the responsiveness to problems as excellent and 46% good. Forty-four percent of respondents rated negatively the responsiveness of the FIU administration to problems: 29% rated the administration's responsiveness as fair and 15% rated the administration's responsiveness as poor.

Correlations: Graduating respondents who rated highly the administration's responsiveness to student academic problems also rated highly the responsiveness of FIU support services to student needs ($r = .69, p < .001$), reported that they would recommend FIU to a friend or relative considering

college ($r = .50, p < .001$), rated highly their overall academic experience at FIU ($r = .47, p < .001$), and rated highly their overall experience at FIU ($r = .47, p < .001$).

The Responsiveness of FIU Support Services to Student Needs

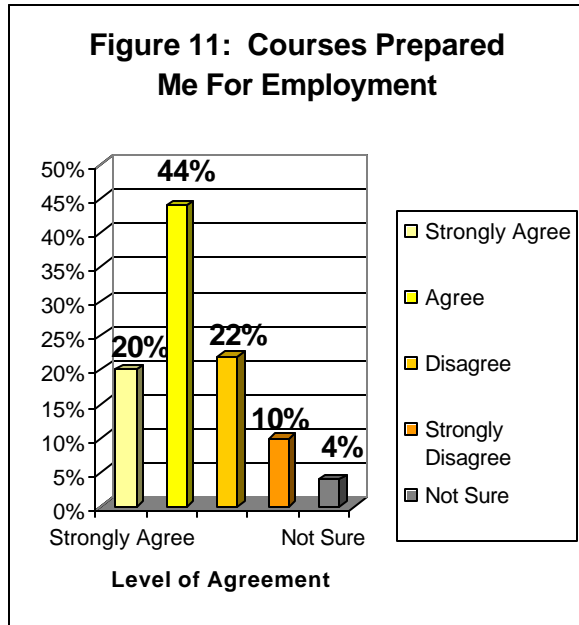


The findings in Figure 10 indicate that 57% of graduating respondents rated positively the responsiveness of FIU support services to student needs: 12% rated the responsiveness of FIU support services to student needs as excellent and 45% good. Forty-three percent of graduating respondents rated the responsiveness of FIU support services to student needs negatively: 29% rated the responsiveness of FIU support services to student needs as fair and 14% assigned a rating of poor.

Correlations: Graduating respondents who highly rated the responsiveness of FIU support services to student needs also rated highly the responsiveness of the administration to student academic problems ($r = .69, p < .001$), rated

highly the quality of admissions ($r = .48, p < .001$), rated highly the quality of student records ($r = .47, p < .001$), and reported that they would recommend FIU to a friend or relative considering college ($r = .45, p < .001$).

The Quality of Courses, in My Major, Prepared Me For Employment

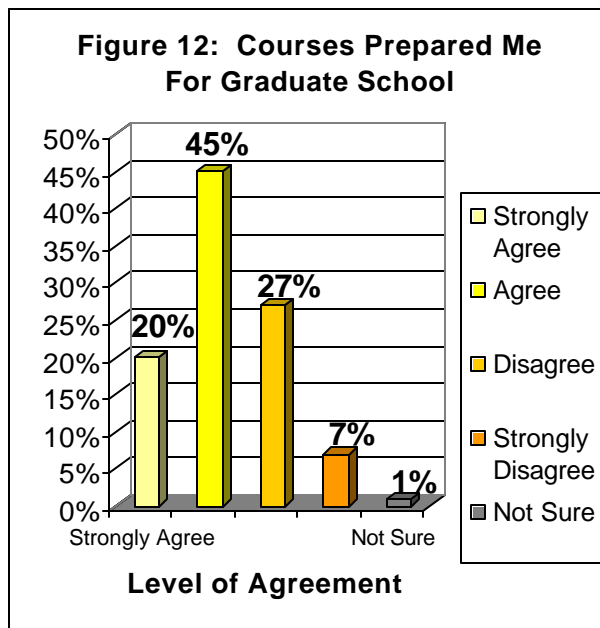


The findings depicted in Figure 11 indicate that 64% of graduating respondents agreed that the quality of courses, in their major at FIU, prepared them for employment: 20% strongly agreed, another 44% agreed. Thirty-two percent of graduating respondents did not agree that their courses, in their major at FIU, prepared them for employment: 22% disagreed and 10% strongly disagreed. Another 4% of respondents did not know whether they agreed or disagreed.

Correlations: To the extent that graduating respondents agreed that courses in their major prepared them for employment, they also rated highly the department of their major ($r = .54$, $p < .001$), agreed that the quality of courses in their major prepared them for graduate or

professional school ($r = .53$, $p < .001$), believed that in their major they were provided the opportunity to develop appropriate computer skills ($r = .49$, $p < .001$), and reported that their training in computer skills prepared them for today's technology ($r = .46$, $p < .001$).

The Quality of Courses, in My Major, Prepared Me for Graduate or Professional School



The findings depicted in Figure 12 indicate that 65% of graduating respondents agreed that the quality of courses, in their major, prepared them for graduate school: 20% strongly agreed, another 45% agreed. Thirty-four percent of graduating respondents did not agree that the quality of courses, in their major, prepared them for graduate school: 27% disagreed and 7% strongly disagreed. One percent of graduating respondents did not know whether they agreed or disagreed.

Correlations: To the extent that graduating respondents agreed that their courses prepared them for graduate school, they also agreed that the quality of their courses prepared them for employment ($r = .53$, $p < .001$), reported that they were satisfied that the department of their major

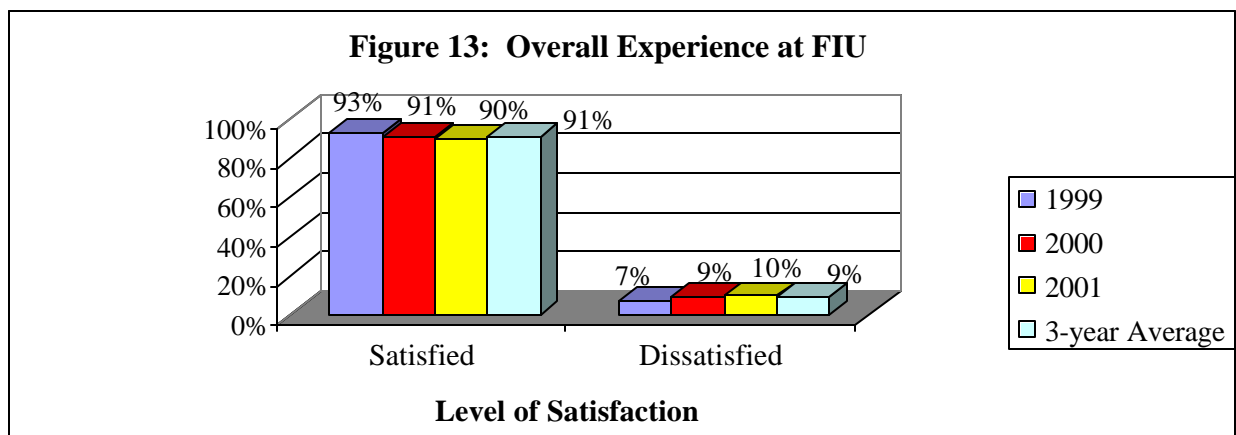
had met its goals and objectives ($r = .49$, $p < .001$), believed that the professors in their major were good teachers ($r = .43$, $p < .001$), and believed that their education at FIU contributed to the leading of a productive life ($r = .36$, $p < .001$).

IV. THREE-YEAR COMPARISON OF TWELVE PRINCIPAL INDICATORS OF THE GRADUATING SENIORS' OVERALL SATISFACTION WITH FIU

Florida International University began surveying its graduating students in the spring of 1999. The survey for the fall semester of 2000 and the spring semester of 2001 is the third data collection of this graduating survey. While three data collections may not allow the detection of overall trends, it is enough to allow us to establish baseline responses for each of the survey items.

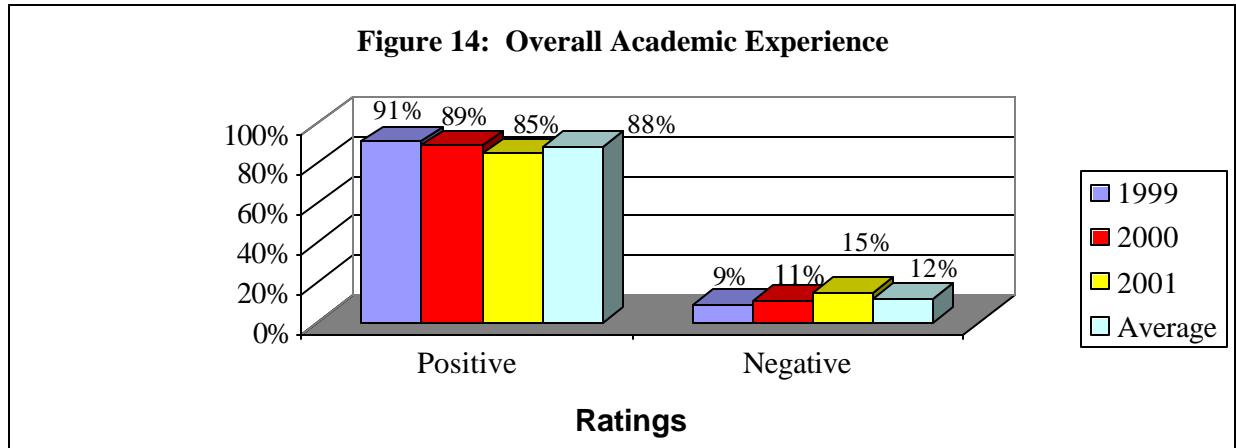
In this section of the report, the focus is on the survey items that have been established as the twelve principal indicators of the graduating students' satisfaction with the university. Responses to these items have been divided into the categories of positive and negative responses.

Overall Experience At FIU



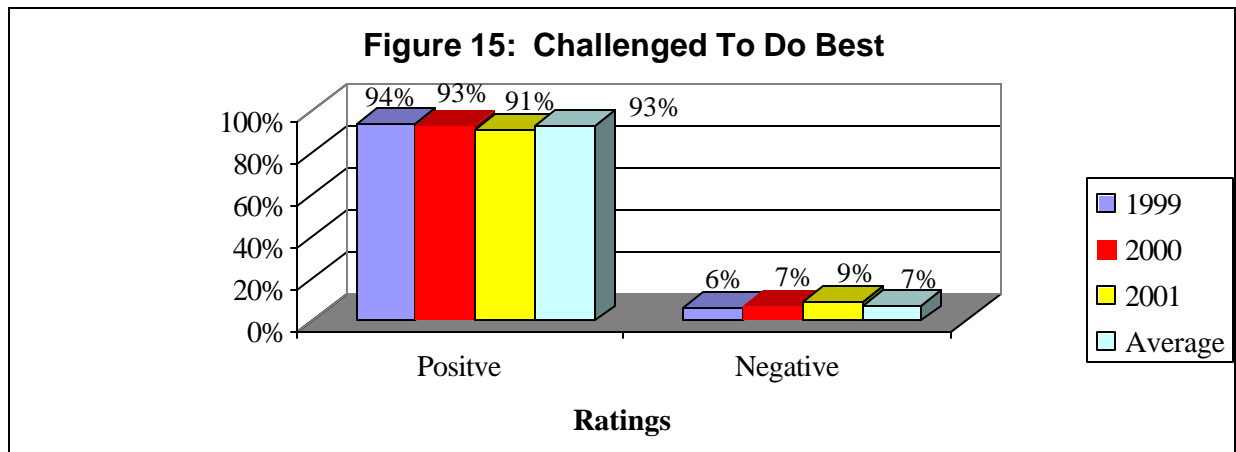
Graduating senior respondents at FIU have reported slightly decreasing levels of satisfaction with their overall experience at FIU from 1999-2001. Respondents who reported that they are 'Very Satisfied' (32%, 28%, 29%, respectively) or 'Satisfied' (61%, 63%, 61%, respectively) ranged from 93-90% for the three-year period. Respondents who reported that they are 'Dissatisfied' (3%, 8%, 8%, respectively) or 'Very Dissatisfied' (4%, 1%, 2%, respectively) ranged from 7-10% for the three-year period.

Overall Academic Experience



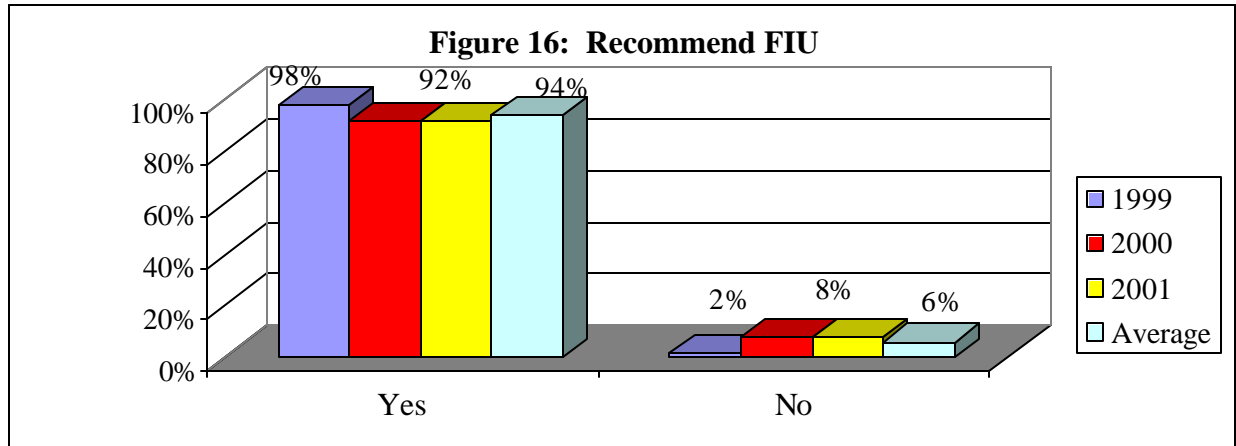
Graduating senior respondents at FIU reported decreasing levels of satisfaction with their overall academic experience at FIU from 1999-2001. Respondents who reported 'Excellent' (36%, 29%, 26%, respectively) or 'Good' (55%, 60%, 59%, respectively) ratings ranged from 91-85% for the three-year period. Respondents who reported 'Fair' (9%, 8%, 14%, respectively) or 'Poor' (0%, 3%, 1%, respectively) ratings ranged from 9-15% for the three-year period.

Challenged to Do Best



Graduating senior respondents at FIU reported that they "are challenged to do their best" at FIU at slightly decreasing levels from 1999-2001. Respondents who reported that they are challenged 'Most of the time' (57%, 50%, 50%, respectively) or 'Sometimes' (37%, 43%, 41%, respectively) ranged from 94-91% for the three-year period. Respondents who have reported that they "are challenged to do their best" 'Seldom' (6%, 5%, 8%, respectively) or 'Never' (0%, 2%, 1%, respectively) ranged from 6-9% for the three-year period.

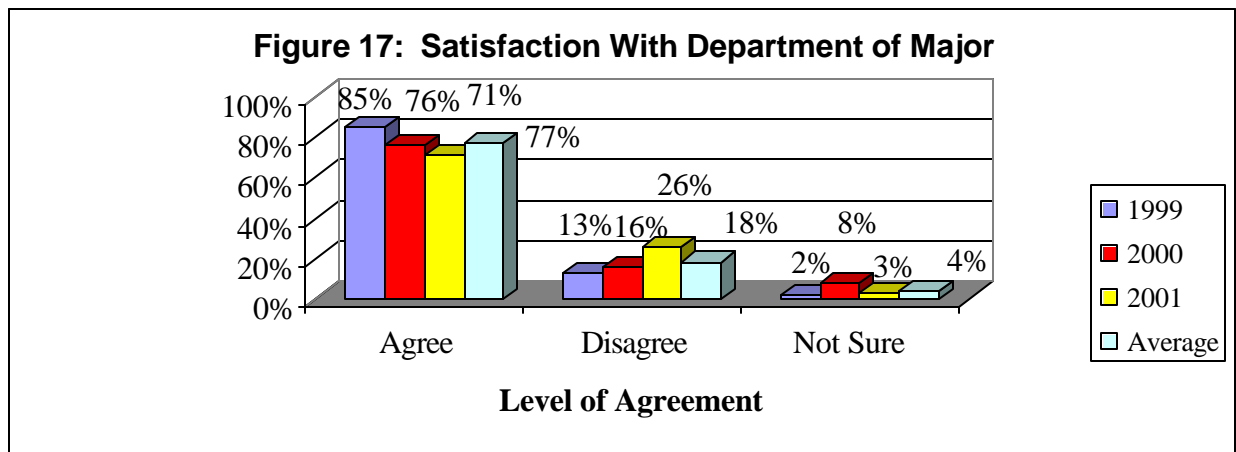
Recommend FIU To Others



Graduating senior respondents at FIU have decreasingly reported that they would recommend FIU to a friend or relative considering college. Respondents who reported that they would 'recommend FIU without reservations' (60%, 55%, 52%, respectively) or would 'recommend with reservations' (38%, 37%, 40%, respectively) ranged from 98-92% for the three-year period. Respondents who reported that they would 'probably not recommend FIU' (2%, 7%, 7%, respectively) or 'definitely would not recommend FIU' (0%, 1%, 1%, respectively) ranged from 2-8% for the three-year period.

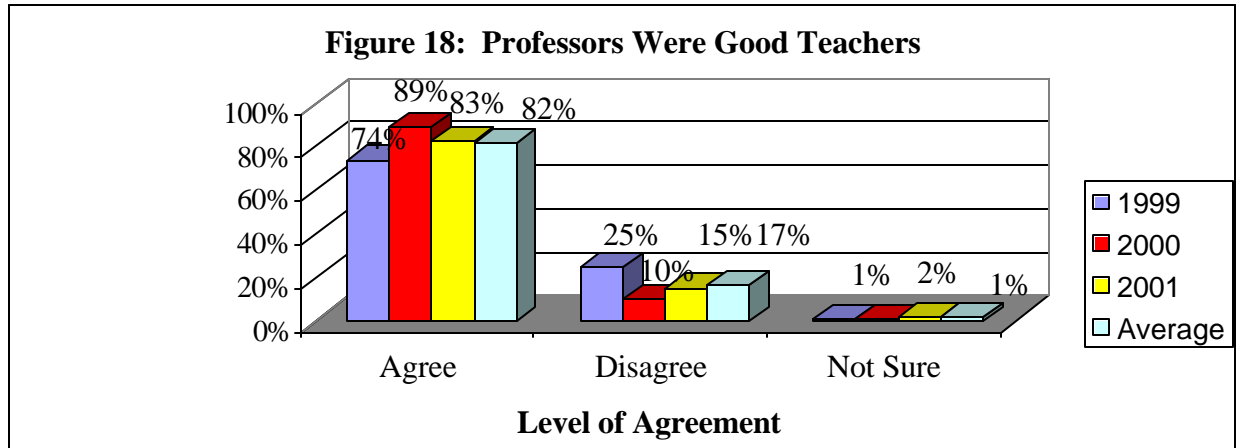
Satisfaction With Department of Major

Please note that the wording of this item was slightly different in 1999, than for 2000 and 2001.



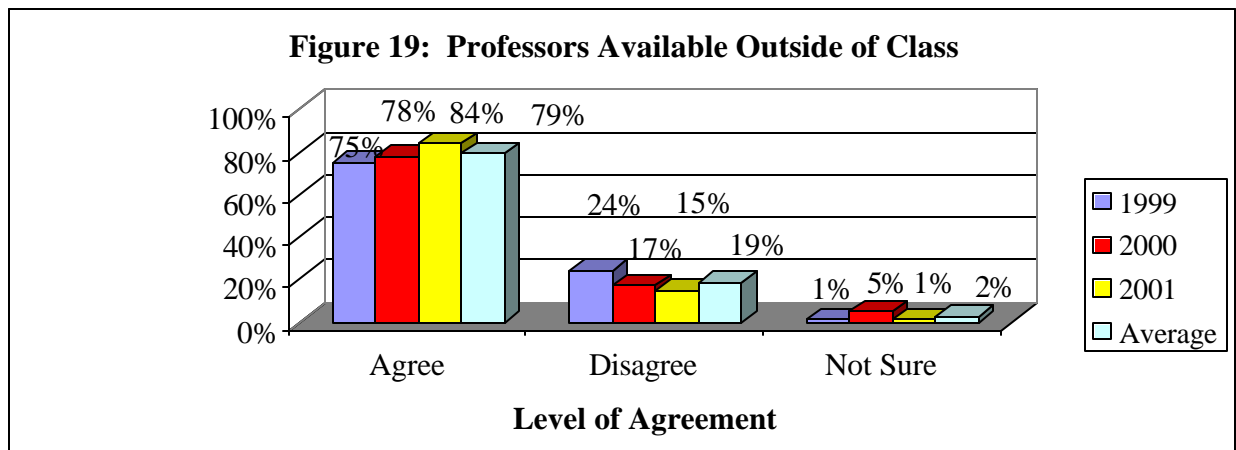
Graduating senior respondents at FIU reported decreasing levels of satisfaction with the department of their major at FIU from 1999-2001. Respondents who 'Strongly Agreed' (31%, 22%, 20%, respectively) or 'Agreed' (54%, 54%, 51%, respectively) that they were satisfied with the department of their major ranged from 85-71% for the three-year period. Respondents who 'Disagreed' (11%, 12%, 17%, respectively) or 'Strongly Disagreed' (2%, 4%, 9%, respectively) ranged from 13-26% for the three-year period. Respondents who made a response of 'Not Sure' ranged from 2-8-3% for the three-year period.

Professors Were Good Teachers



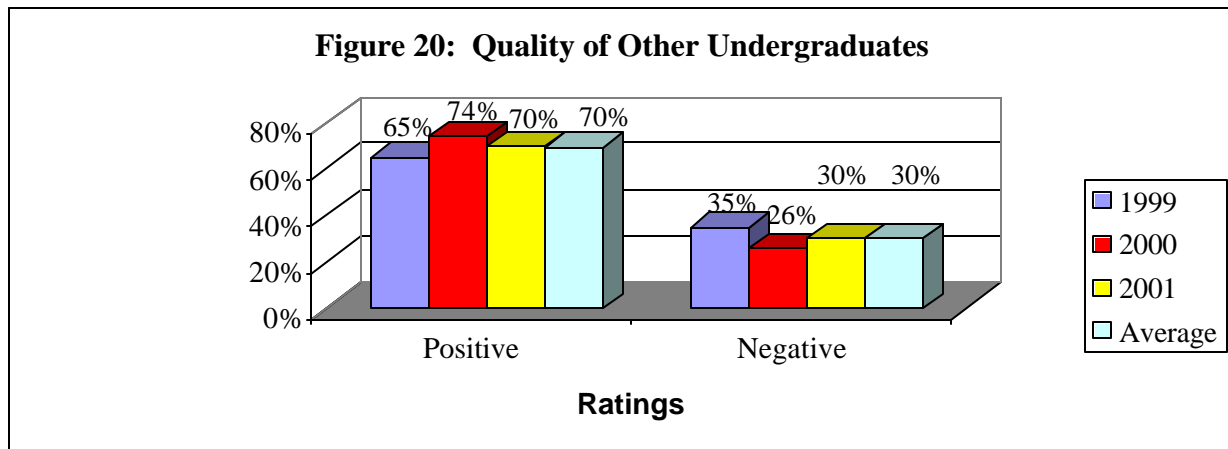
Graduating senior respondents at FIU reported fluctuating levels of agreement with the statement “My professors were good teachers” from 1999-2001. Respondents who ‘Strongly Agreed’ (19%, 27%, 32%, respectively) or ‘Agreed’ (55%, 62%, 51%, respectively) that their professors were good teachers ranged from 74-89-83% for the three-year period. Respondents who ‘Disagreed’ (20%, 8%, 11%, respectively) or ‘Strongly Disagreed’ (5%, 2%, 4%, respectively) ranged from 25-10-15% for the three-year period. Respondents who made a response of ‘Not Sure’ ranged from 1-2% for the three-year period.

Professors Were Available Outside of Class



Graduating senior respondents at FIU reported increasing levels of agreement with the statement “My professors were available outside of class” from 1999-2001. Respondents who ‘Strongly Agreed’ (21%, 21%, 35%, respectively) or ‘Agreed’ (54%, 57%, 49%, respectively) that their professors were available ranged from 75-84% for the three-year period. Respondents who ‘Disagreed’ (16%, 14%, 12%, respectively) or ‘Strongly Disagreed’ (8%, 3%, 3%, respectively) ranged from 24-15% for the three-year period. Respondents who made a response of ‘Not Sure’ ranged from 1-5-1% for the three-year period.

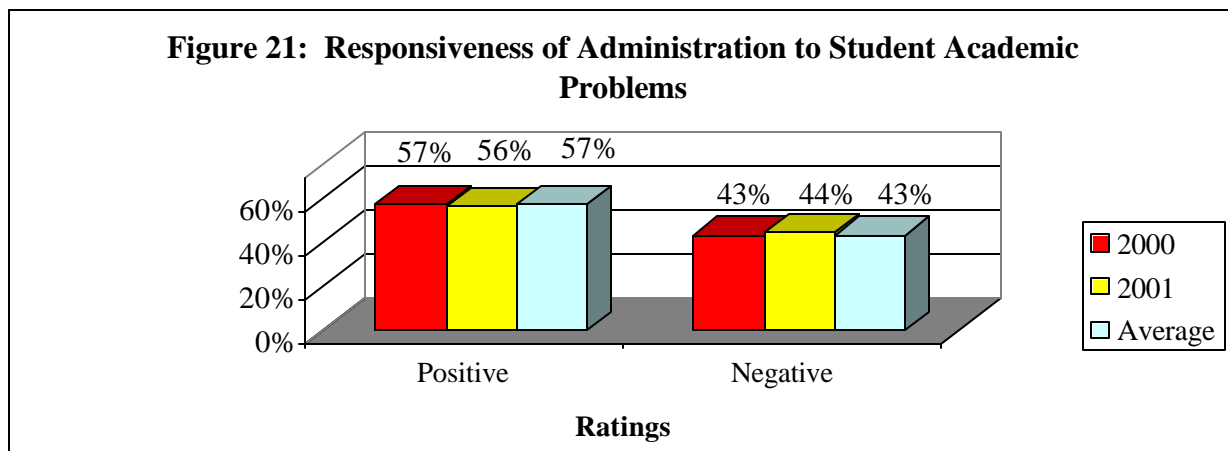
Quality of Other Undergraduates



Graduating senior respondents at FIU reported varying levels of positive ratings of their fellow undergraduates from 1999-2001. Respondents who rated the quality of their fellow undergraduates as 'Excellent' (11%, 11%, 11%, respectively) or 'Good' (54%, 63%, 59%, respectively) ranged from 65-74-70% for the three-year period. Respondents who assigned ratings of 'Fair' (31%, 23%, 26%, respectively) or 'Poor' (4%, 3%, 4%, respectively) ranged from 35-26-30% for the three-year period.

Responsiveness of Administration to Student Academic Problems

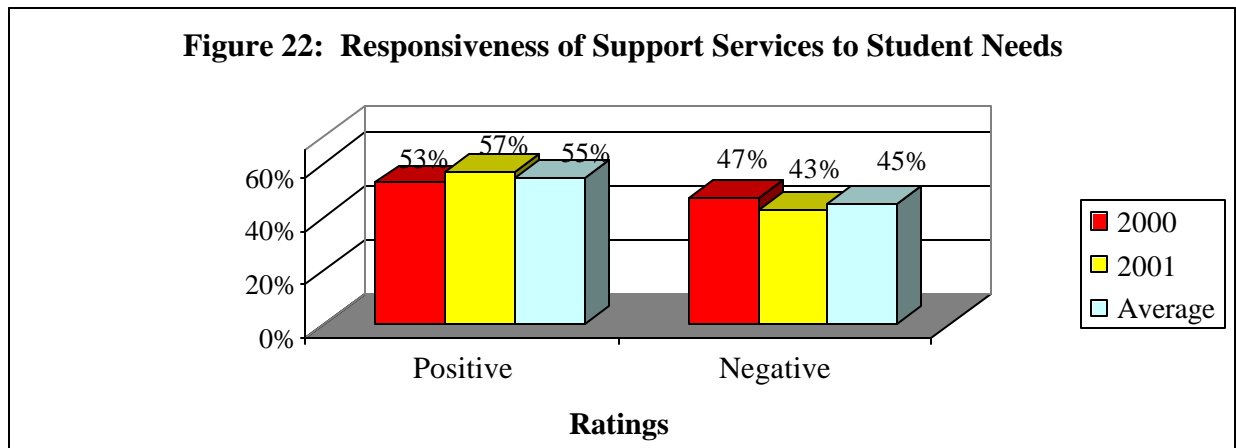
Please note that this question was added to the Graduating Senior Survey in 2000.



Graduating senior respondents at FIU reported relatively low positive ratings towards the responsiveness of the administration to student academic problems from 2000-2001. Respondents who reported that the response of the administration was 'Excellent' (15% and 10%, respectively) or 'Good' (42% and 46%, respectively) ranged from 57-56% for the two-year period. Respondents who reported 'Fair' (30% and 29%, respectively) or 'Poor' (13% and 15%, respectively) ratings ranged from 43-44% for the two-year period.

Responsiveness of Support Services to Student Needs

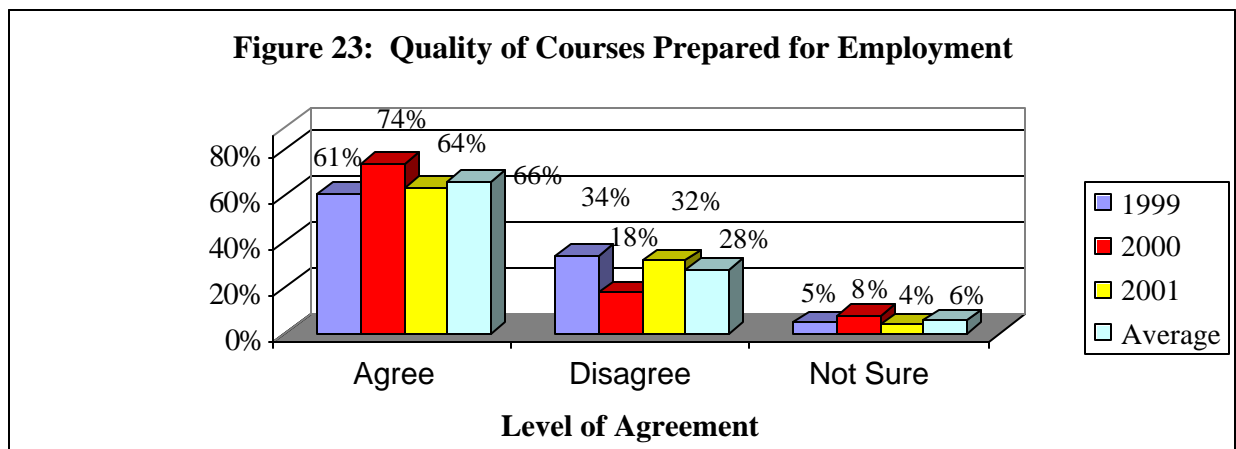
Please note that this question was added to the Graduating Senior Survey in 2000.



Graduating senior respondents at FIU reported relatively low positive ratings towards the responsiveness of support services to student needs from 2000-2001. Respondents who reported that the response of the support services was 'Excellent' (12% and 12%, respectively) or 'Good' (41% and 45%, respectively) ranged from 53-57% for the two-year period. Respondents who reported 'Fair' (34% and 29%, respectively) or 'Poor' (13% and 14%, respectively) ratings ranged from 47-43% for the two-year period.

Quality of Courses Prepared for Employment

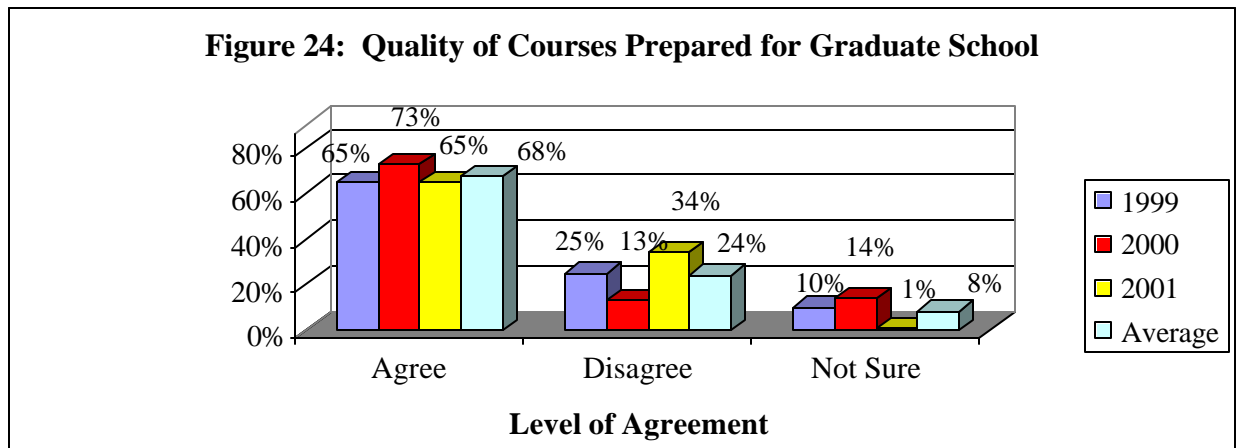
Please note that the wording of this item was slightly different in 1999, than for 2000 and 2001.



Graduating senior respondents at FIU reported varying levels of agreement from 1999-2001 that the quality of their courses prepared them for employment. Respondents who 'Strongly Agreed' (24%, 20%, 20%, respectively) or 'Agreed' (37%, 54%, 44%, respectively) with this item ranged from 61-74-64% for the three-year period. Respondents who 'Disagreed' (23%, 14%, 22%, respectively) or 'Strongly Disagreed' (11%, 4%, 10%, respectively) ranged from 34-18-32% for the three-year period. Respondents who made a response of 'Not Sure' ranged from 5-8-4% for the three-year period.

Quality of Courses Prepared Me for Graduate School

Please note that the wording of the item was slightly different in 1999, than for 2000 and 2001.



Graduating senior respondents at FIU reported varying levels of agreement from 1999-2001 that the quality of courses prepared them for graduate school. Respondents who 'Strongly Agreed' (22%, 19%, 20%, respectively) or 'Agreed' (43%, 54%, 45%, respectively) with this item ranged from 65-73-65% for the three-year period. Respondents who 'Disagreed' (21%, 11%, 27%, respectively) or 'Strongly Disagreed' (4%, 2%, 7%, respectively) ranged from 25-13-34% for the three-year period. Respondents who made a response of 'Not Sure' ranged from 10-14-1% for the three-year period.

Conclusions

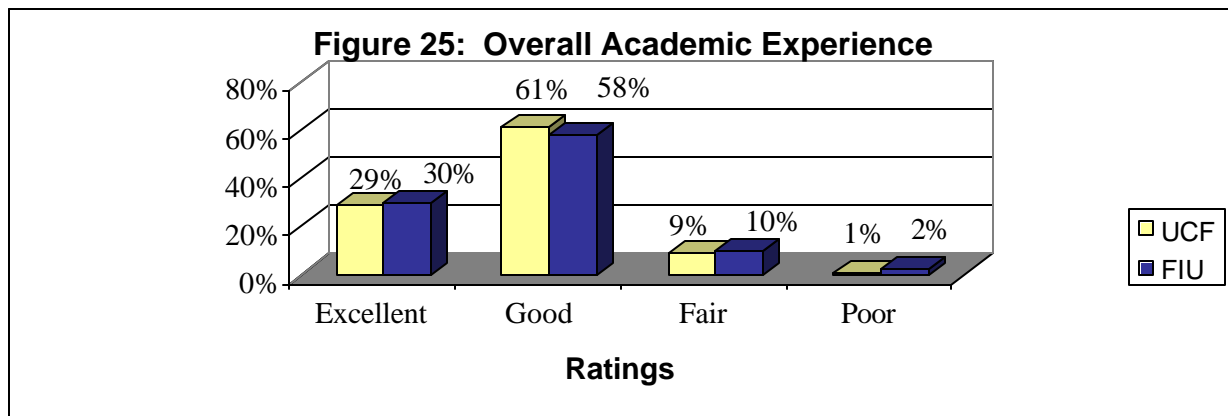
When looking at data over time, it is helpful to keep several issues in mind. When ratings are consistent over a time period, it is usually an indication that those ratings are a true measure of the item -- that is the measure is a reliable one. However, when ratings are not consistent over time it is possible to draw multiple conclusions. One conclusion would be that the ratings are inconsistent because of flaws in the representativeness of the sample over the time period. A second conclusion would be that there have been true fluctuations in the graduating respondents' experiences over the time period. It is premature to discuss trends in the responses because the data exists over a three-year time period. Typically, it is necessary to have data over a five to ten-year period in order to assess a trend.

Positive ratings were relatively consistent over the three-year period for perceptions of overall experience at FIU, whether the respondent felt challenged to do their best at FIU, and the perceived responsiveness of the Administration to student academic problems (two-year data). Positive ratings decreased over the three-year period for perceptions of overall academic experience, whether the respondent would recommend FIU to a friend or relative considering college, and ratings of satisfaction with department of major. Positive ratings increased over the three-year period for perceptions of professors availability outside of class and the perceived responsiveness of support services to student needs (two-year data). Positive ratings fluctuated over the three-year period for the respondents' ratings of professors as good teachers, the perceived quality of other undergraduates, whether the quality of courses prepared them for employment, and whether the quality of courses prepared them for graduate or professional school.

V. COMPARISON OF RESPONSES TO THE PRINCIPAL INDICATORS OF STUDENT SATISFACTION BETWEEN UCF AND THREE-YEAR AVERAGE DATA FOR FIU

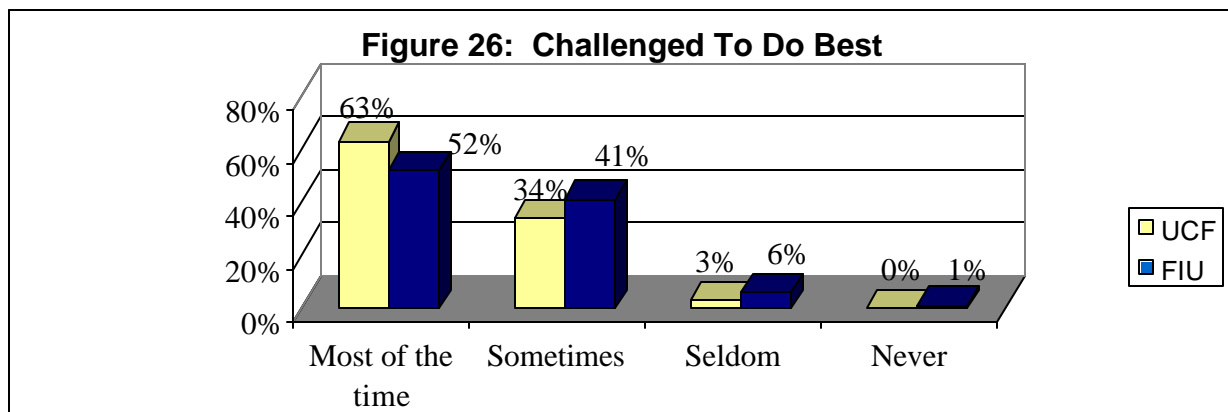
Comparative survey data has been obtained from the University of Central Florida for the graduating students from 1999. Although the University of Central Florida has a very different student population in terms of race/ethnicity, it is useful to have data from virtually identical survey items to compare FIU's graduating student responses with. Not only are the survey items virtually identical but also UCF is similar in size to FIU (UCF has a slightly larger student population), and draws many students from the South Florida area. The 1999 data from the University of Central Florida is the most recent data available. It should be noted that UCF has a much higher response rate to their graduating senior survey. For 1999, their response rate was 65%.

Overall Academic Experience



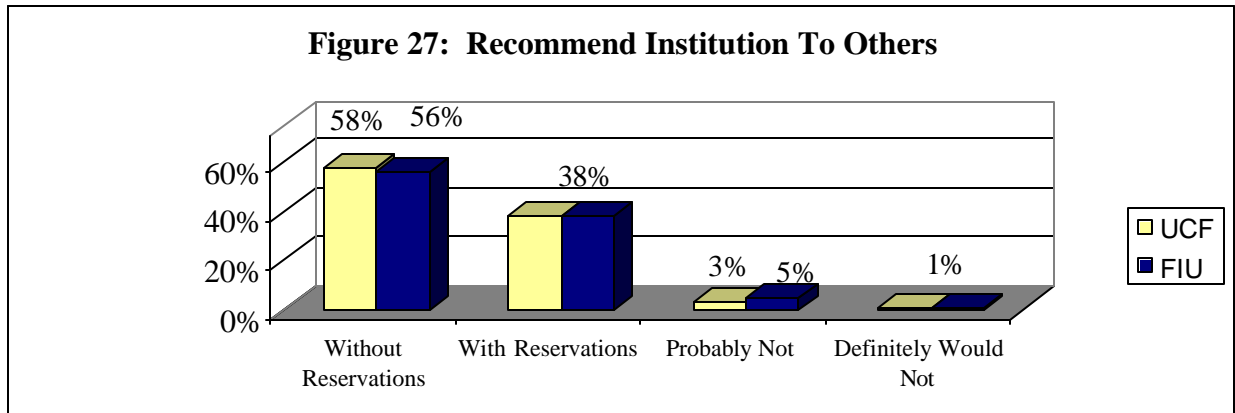
As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 90% and negative ratings of 10% for this identical item in the UCF 1999 Graduating Senior Survey compared to positive ratings at FIU of 88% and negative ratings of 12%. UCF respondents rated their overall academic experience significantly more positively than FIU respondents, $F(1, 2139) = 4.71, p < .05$.

Challenged To Do Best



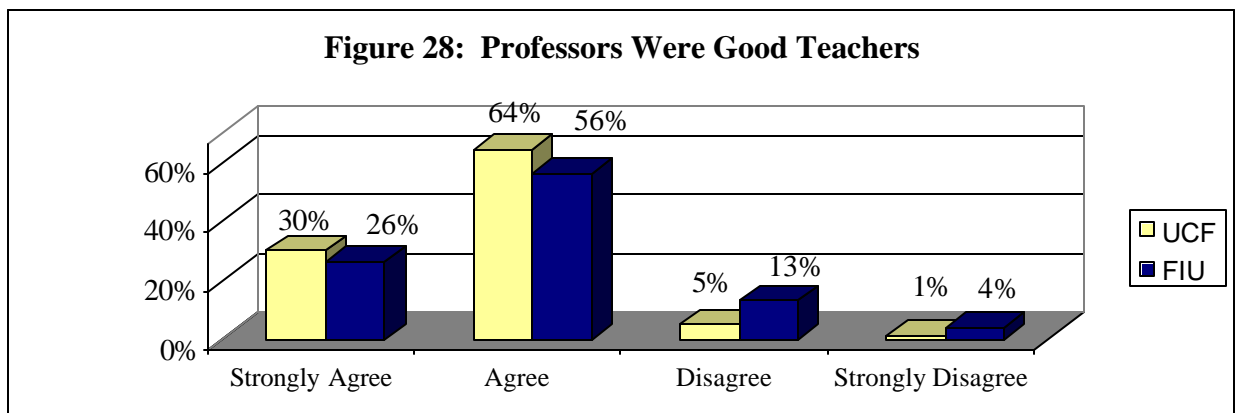
As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 97% and negative ratings of 3% for this identical item in the UCF 1999 Graduating Senior Survey. For the years 1996-1999 at UCF, the average positive response to this item was also 97%. The three-year average for positive ratings at FIU was 93%, with negative ratings of 7%. UCF respondents were significantly more likely than FIU respondents to report that they were challenged to do their best, $F(1, 2141) = 32.79, p < .001$.

Recommend Institution To Friend or Relative Considering College



As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 96% and negative ratings of 4% for this identical item in the UCF 1999 Graduating Senior Survey. For the years 1996-1999 at UCF, the average positive response to this item was 94%. FIU had three-year positive ratings of 94% and three-year negative ratings of 6%. UCF respondents (1999) were significantly more likely than FIU respondents to report that they would recommend their institution to a friend or relative considering college, $F(1, 2135) = 7.95, p < .01$.

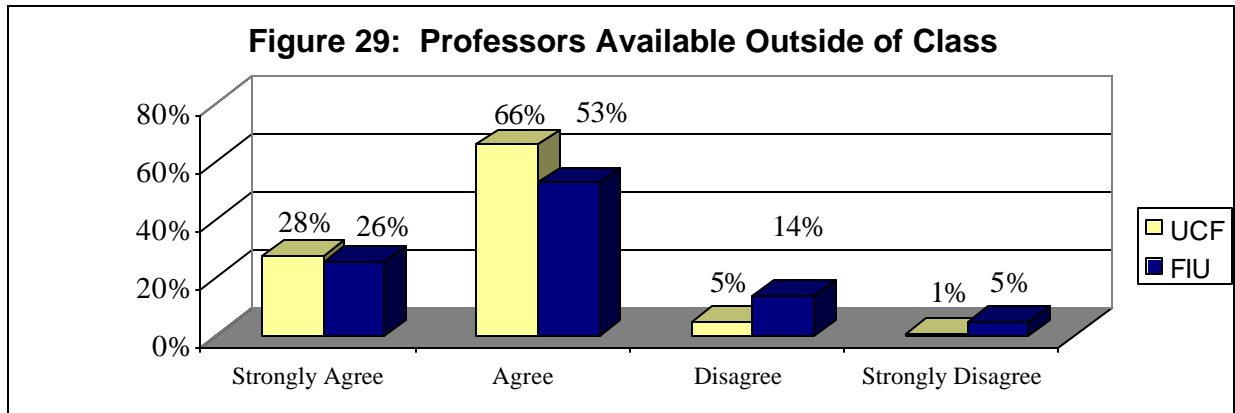
Professors Were Good Teachers



As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 94% and negative ratings of 6% for this identical item in the UCF 1999 Graduating Senior Survey. For the years 1996-1999 at UCF, the average positive response to this item was also 94%. FIU respondents reported three-year positive ratings of 82% and three-year

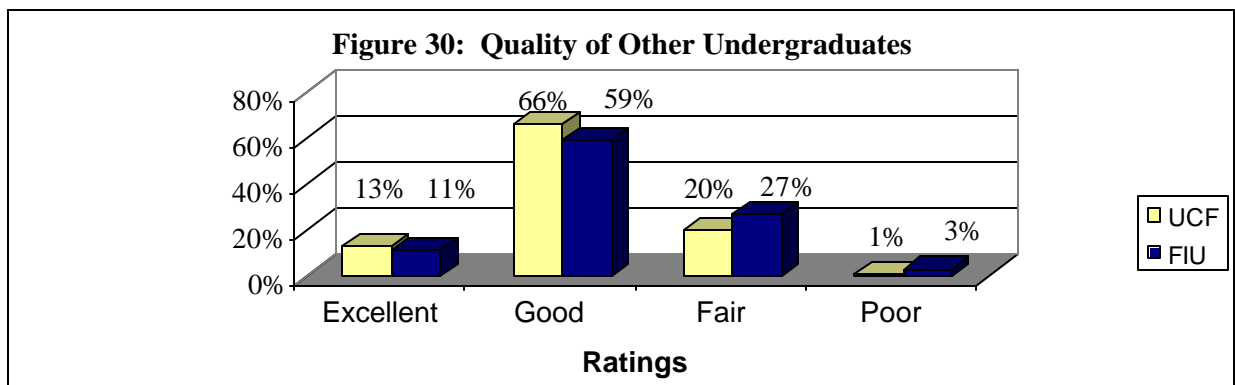
negative ratings of 17%. UCF respondents were more likely to report that their professors were good teachers. This could be due, in part, to the differing classifications of the two institutions. UCF is classified as a Doctoral/Research University - Intensive institution that awards fewer doctoral degrees and places slightly more of an emphasis on undergraduate education. FIU is classified as a Doctoral/Research University – Extensive institution and places slightly more emphasis, than UCF, on graduate education.

Professors Were Available Outside of Class



As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 94% and negative ratings of 6% for this identical item in the UCF 1999 Graduating Senior Survey. FIU respondents reported three-year positive ratings of 79% and three-year negative ratings of 19%. It appears that the faculty at FIU may need to make more of an effort to make themselves more available to FIU students to alter this perception. UCF is also known as a commuter school and 78% of their students are employed for more than 11 hours per week (80% for FIU), so employment by FIU students would not seem to be the cause of this difference in perception. However, positive perceptions toward this survey item have increased by 9% in the past three years.

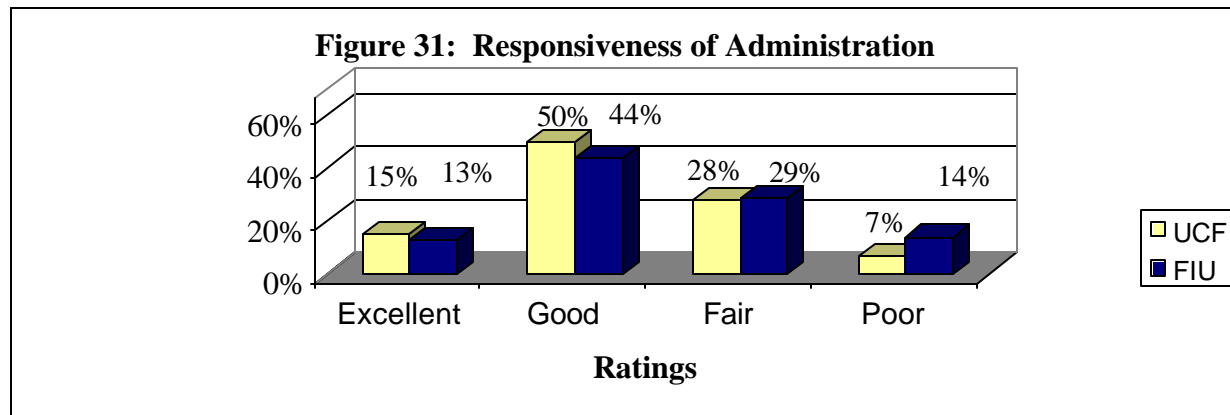
Quality of Other Undergraduates



As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 79% and negative ratings of 21% for this identical item in the UCF 1999 Graduating Senior Survey. FIU respondents reported three-year positive ratings of 70% and three-

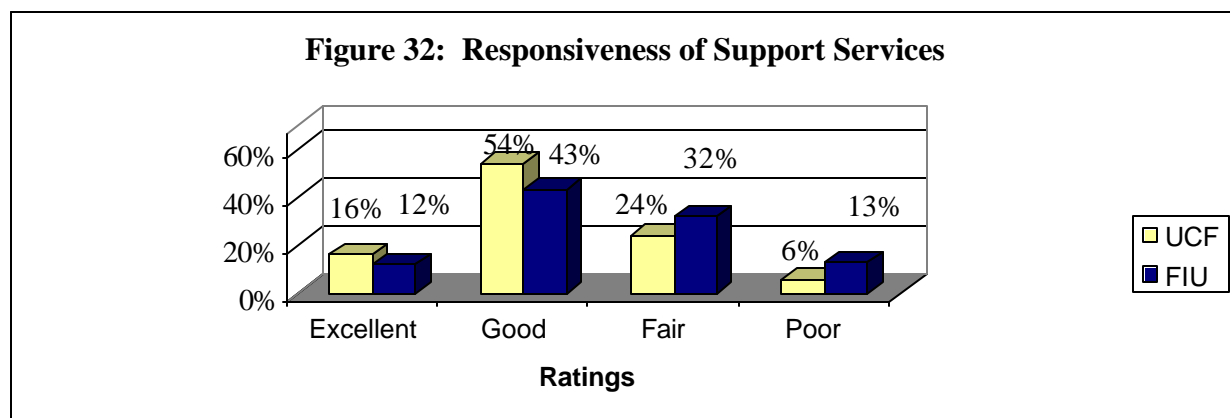
year negative ratings of 30%. The graduating respondents at UCF reported significantly more positive perceptions of their fellow undergraduates than the graduating respondents at FIU, $F(1, 2127) = 17.84, p < .001$. For the 1999-2000 academic year, UCF had a better freshman profile than FIU (based on SAT I and ACT scores).

Responsiveness of Administration to Student Academic Problems



As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 65% and negative ratings of 35% for this item in the UCF 1999 Graduating Senior Survey. For the years 1996-1999 at UCF, the average positive response to this item was 62%. FIU respondents reported two-year positive ratings of 57% and two-year negative ratings of 43%. The graduating respondents at UCF reported significantly more positive attitudes in response to this survey item than did FIU graduating respondents, $F(1, 2127) = 30.74, p < .001$.

Responsiveness of Support Services to Student Needs



As a means of comparison, the respondent seniors at the University of Central Florida (UCF) reported positive ratings of 70% and negative ratings of 30% for this item in the UCF 1999 Graduating Senior Survey. FIU respondents reported two-year positive ratings of 55% and two-year negative ratings of 45%. The graduating respondents at UCF reported significantly more positive attitudes toward this item than did FIU graduating respondents, $F(1, 2110) = 33.64, p < .001$.

Conclusions

It is useful to compare the responses to the survey at UCF and FIU for several reasons. First, the survey items are virtually identical, which allows easy comparisons. Second, UCF is in the State University System and the institutions are a similar size (UCF has slightly more students). Third, both institutions are Research institutions. Fourth, UCF has a relatively large number of students from South Florida.

In general, the respondents to the UCF Graduating Senior Survey reported significantly more positive attitudes toward the principal indicators of satisfaction than did FIU graduating respondents. The differences were particularly notable for whether the respondents were challenged to do their best, and ratings of the responsiveness of the administration to student academic problems and the responsiveness of student support services to student needs. This is troubling, given the similar size of both schools and their status as research institutions. It appears that these three areas, in particular, need to be given more attention by the administration.

VI. GROUP DIFFERENCES

A. DIFFERENCES BETWEEN GENDER GROUPS

Table 3 shows demographic information for male and female respondents. This table is followed by a written analysis of selected statistically significant demographic items and statistically significant differences in responses to the survey items by gender.

Please note that some respondents did not answer every demographic item

Table 3
Demographic Information By Gender

	<u>Female</u>	<u>Male</u>	<u>Total</u>
1. Entering Status			
Recent high school graduate	110	63	173
Community College transfer	143	119	262
Other	<u>18</u>	<u>11</u>	<u>29</u>
Totals	271	193	464
2. Hours Employed Per Week			
Over 35 hours per week	71	83	154
Employed 21-34 hours per week	101	56	157
Employed 11-20 hours per week	78	71	149
Employed 1-10 hours	20	9	29
Not Employed	<u>56</u>	<u>26</u>	<u>82</u>
Totals	326	245	571
3. Overall GPA			
2.0-2.4	15	9	24
2.5-2.9	86	72	158
3.0-3.4	136	106	242
3.5-4.0	<u>89</u>	<u>58</u>	<u>147</u>
Totals	327	245	572

Table 3 continued

	<u>Female</u>	<u>Male</u>	<u>Total</u>
4. Age			
< 24	172	82	254
24-29	106	109	215
30-39	26	52	78
40-49	16	0	16
> 50	<u>3</u>	<u>1</u>	<u>4</u>
Totals	323	244	567
5. Highest Degree Expected to Obtain			
Bachelors degree	27	17	44
Masters degree	174	143	317
Specialist degree	33	12	45
Doctorate or Professional degree	<u>87</u>	<u>65</u>	<u>152</u>
Totals	321	243	564
6. College/School			
Architecture	7	1	8
Arts & Sciences	120	70	190
Business	42	48	90
Education	21	4	25
Engineering	9	51	60
Health & Urban Affairs	48	34	82
Hospitality Management	31	13	44
Journalism	<u>48</u>	<u>25</u>	<u>73</u>
Totals	326	246	572
7. Campus			
Biscayne Bay	56	28	84
Broward	3	2	5
University Park	167	145	312
Equal at two campuses	<u>7</u>	<u>7</u>	<u>14</u>
Totals	233	182	415
8. Race/Ethnicity			
American Indian	0	2	2
Asian	16	14	30
Black/African American	28	24	52
Hispanic	174	133	307
Native Hawaiian/Pacific Islander	1	0	1
White	64	50	114
International Student/Non-Resident Alien	26	8	34
Biracial	<u>12</u>	<u>12</u>	<u>24</u>
Totals	321	243	564

Gender Demographics

- Female respondents were more likely than male respondents to report that they entered FIU directly from high school (41% versus 33%)
- Females were significantly more likely than male respondents to report that they were working 10 hours or less per week (23% versus 14%)
- Male respondents were more likely than female respondents to report that they were employed over 35 hours per week (34% versus 22%)
- Over two-thirds of the respondents reported having a Grade Point Average above 3.0 (69% for females, 67% for males)

- Female respondents were significantly more likely than male respondents to report that they were under the age of 24 (53% versus 34%)
- Only 8% of female respondents and 7% of male respondents reported that they do not expect to obtain a degree higher than the Bachelors degree
- Female respondents were more likely than male respondents to report that they majored in Arts & Sciences (40% versus 28%); 22% of male respondents were Engineering majors versus 3% of female respondents
- Female respondents were more likely than male respondents to report that they attended most of their classes at the Biscayne Bay campus (24% versus 15%)

Selected Statistically Significant Gender Differences Between Means ($p < .01$)

- Female respondents were more likely than male respondents to report that they were challenged to do their best at FIU ($M = 3.49$ versus $M = 3.32$)
- Female respondents were more likely than male respondents to report that in their major the classes they needed were available ($M = 3.76$ versus $M = 3.31$)
- Female respondents were more likely than male respondents to report that the quality of their classes prepared them for graduate or professional school ($M = 3.85$ versus $M = 3.60$)
- Female respondents were more likely than male respondents to report that they had used Health Services ($M = 2.05$ versus $M = 1.71$)
- Male respondents were more likely than female respondents to report that FIU contributed to their learning another language ($M = 1.68$ versus $M = 1.43$)

B. DIFFERENCES AMONG RACIAL/ETHNIC GROUPS

Table 4 shows demographic information for respondents by racial/ethnic group. This table is followed by a written analysis of selected statistically significant demographic items and statistically significant differences in responses to the survey items by race/ethnicity.

Please note that some respondents did not answer every demographic item

Table 4
Demographic Items By Racial/Ethnic Group

	<u>Asian</u>	<u>Black/ A.A.*</u>	<u>Hispanic</u>	<u>White</u>	<u>International</u>	<u>Other**</u>	<u>Totals</u>
1. Entering Status							
Recent high school graduate	7	14	96	37	8	8	170
Community College transfer	15	29	138	52	13	15	262
Other	<u>1</u>	<u>1</u>	<u>8</u>	<u>6</u>	<u>8</u>	<u>4</u>	<u>28</u>
Totals	23	44	242	95	29	27	460
2. Hours Employed Per Week							
Over 35 hours per week	4	14	114	23	2	1	158
Employed 21-34 hours per week	9	21	70	44	4	8	156
Employed 11-20 hours per week	11	10	78	28	9	9	145
Employed 1-10 hours	1	5	17	5	0	1	29
Not Employed	<u>5</u>	<u>3</u>	<u>31</u>	<u>15</u>	<u>19</u>	<u>8</u>	<u>81</u>
Totals	30	53	310	115	34	27	569

Table 4 continued

	<u>Asian</u>	<u>Black/ A.A.*</u>	<u>Hispanic</u>	<u>White</u>	<u>International</u>	<u>Other**</u>	<u>Totals</u>
3. Overall GPA							
2.0-2.4	1	1	13	7	0	1	23
2.5-2.9	12	29	73	35	7	5	161
3.0-3.4	8	14	160	36	12	9	239
3.5-4.0	<u>9</u>	<u>9</u>	<u>64</u>	<u>38</u>	<u>14</u>	<u>12</u>	<u>146</u>
Totals	30	53	310	116	33	27	569
4. Age							
< 24	4	23	135	64	13	16	255
24-29	21	16	119	35	16	7	214
30-39	5	12	43	11	2	4	77
40-49	0	2	12	2	0	0	16
> 50	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>4</u>
Totals	30	53	310	115	31	27	566
5. Highest Degree Expected to Obtain							
Bachelors degree	4	2	15	14	7	3	45
Masters degree	17	25	171	66	21	18	318
Specialist degree	0	2	34	4	1	1	42
Doctorate or Professional degree	<u>9</u>	<u>24</u>	<u>85</u>	<u>26</u>	<u>5</u>	<u>2</u>	<u>151</u>
Totals	30	53	305	110	34	24	556
6. College/School							
Architecture	0	0	7	0	1	0	8
Arts & Sciences	7	12	112	34	14	7	186
Business	8	8	56	13	2	4	91
Education	1	6	8	7	2	0	24
Engineering	6	5	31	10	4	4	60
Health & Urban Affairs	5	12	47	17	0	3	84
Hospitality Management	3	4	10	17	7	4	45
Journalism	<u>0</u>	<u>6</u>	<u>40</u>	<u>18</u>	<u>4</u>	<u>5</u>	<u>73</u>
Totals	30	53	311	116	34	27	571
7. Campus							
Biscayne Bay	0	12	36	23	7	6	84
Broward	1	1	1	1	0	1	5
University Park	14	18	176	61	18	18	305
Equal at two campuses	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	16	31	213	85	25	25	395
8. Gender							
Female	16	28	174	64	26	13	321
Male	<u>14</u>	<u>24</u>	<u>133</u>	<u>50</u>	<u>8</u>	<u>14</u>	<u>243</u>
Totals	30	52	307	114	34	27	564

* African American

**Includes American Indian, Native Hawaiian/Pacific Islander and Biracial respondents

Racial/Ethnic Demographics

- Respondents were 54% Hispanic, 20% White, 9% Black/African American, 6% International Students, 5% Asian, and 4% Biracial
- Asian respondents (70%) reported that they were more likely to be between the ages of 24-29 than White respondents (30%)

- Black respondents (45%) were more likely to report that they expected to ultimately attain a doctoral or professional degree than International (15%) or White (24%) respondents
- Hispanic respondents (28%) were more likely to report that they expected to ultimately attain a doctoral or professional degree than International respondents (15%)
- Black respondents were more likely to report that they primarily attended the Biscayne Bay campus (39% versus 17%) and less likely to report that they attended the University Park campus (58% versus 83%) than Hispanic respondents
- Asian respondents (43%) were more likely to report that they lived over 25 miles from the primary campus of FIU that they attended than did Black/African American (32%), Hispanic (17%), International (25%), and White respondents (31%)

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

- Black/African American respondents reported that they were more likely to have formed a professional relationship with a faculty member that allowed them to ask for a letter of recommendation than Hispanic respondents ($M = 2.00$ versus 1.72 , respectively)
- Asian respondents reported that they were more likely to have formed a professional relationship with a faculty member that allowed them to ask for advice for career decisions than Hispanic respondents ($M = 2.0$ versus 1.72 , respectively)
- Hispanic respondents reported that the quality of other undergraduates at FIU was higher than did International respondents ($M = 2.86$ versus 2.46 , respectively)
- Asian respondents were less likely to report that they used on-campus student employment than Hispanic respondents ($M = 1.06$ versus 1.51 , respectively)
- Asian and Hispanic respondents were more likely to report that their experiences at FIU helped them to gain respect for the principles of moral living than International respondents ($M = 2.50$ and 2.23 versus $M = 1.54$, respectively)
- Black respondents were more likely to report that the academic advisors at FIU were helpful than White respondents ($M = 4.47$ versus 3.40 , respectively)
- Asian respondents were more likely to report that sufficient time was available during advising sessions than White respondents ($M = 4.33$ versus 3.38 , respectively)

C. DIFFERENCES AMONG WORKING GROUPS (Hours worked per week)

Table 5 shows demographic information for respondents by working group. This table is followed by a written analysis of selected statistically significant demographic items and statistically significant differences in responses to the survey items by working group.

Please note that some respondents did not answer every demographic item

Table 5
Demographic Items By Working Group

	Not <u>Employed</u>	1-10 <u>Hours</u>	11-20 <u>Hours</u>	21-34 <u>Hours</u>	35 Hours <u>or more</u>	<u>Totals</u>
1. Entering Status						
Recent high school graduate	14	10	61	62	27	174
Community College transfer	50	15	59	57	84	265
Other	<u>8</u>	<u>0</u>	<u>6</u>	<u>8</u>	<u>7</u>	<u>29</u>
Totals	72	25	126	127	118	468

Table 5 continued

	<u>Not Employed</u>	<u>1-10 Hours</u>	<u>11-20 Hours</u>	<u>21-34 Hours</u>	<u>35 Hours or more</u>	<u>Totals</u>
2. Overall GPA						
2.0-2.4	1	1	6	5	11	24
2.5-2.9	16	7	30	58	52	163
3.0-3.4	30	14	57	75	66	242
3.5-4.0	<u>35</u>	<u>8</u>	<u>57</u>	<u>20</u>	<u>28</u>	<u>148</u>
Totals	82	30	150	158	157	577
3. Age						
< 24	31	19	91	86	33	260
24-29	29	8	48	58	72	215
30-39	17	2	8	10	41	78
40-49	1	1	1	3	10	16
> 50	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>4</u>
Totals	79	30	149	157	158	573
4. Highest Degree Expected to Obtain						
Bachelors degree	8	1	10	13	14	46
Masters degree	50	13	69	87	102	321
Specialist degree	4	5	16	11	9	45
Doctorate or Professional degree	<u>18</u>	<u>10</u>	<u>49</u>	<u>46</u>	<u>29</u>	<u>152</u>
Totals	80	29	144	157	154	564
5. College/School						
Architecture	2	0	1	3	2	8
Arts & Sciences	35	9	47	53	47	191
Business	6	9	23	23	32	93
Education	6	4	5	8	1	24
Engineering	5	3	16	18	18	60
Health & Urban Affairs	14	4	24	14	28	84
Hospitality Management	8	0	10	12	15	45
Journalism	<u>6</u>	<u>1</u>	<u>24</u>	<u>27</u>	<u>15</u>	<u>73</u>
Totals	82	30	150	158	158	578
6. Campus						
Biscayne Bay	10	2	17	30	25	84
Broward	0	0	2	2	1	5
University Park	48	18	94	73	79	312
Equal at two campuses	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Totals	58	20	113	106	105	402
7. Gender						
Female	56	20	78	101	71	326
Male	<u>26</u>	<u>9</u>	<u>71</u>	<u>56</u>	<u>83</u>	<u>245</u>
Totals	82	29	149	157	154	571
8. Race/Ethnicity						
American Indian	0	0	1	1	0	2
Asian	5	1	11	9	4	30
Black/African American	3	5	10	21	14	53
Hispanic	31	17	78	70	114	310
Native Hawaiian/Pacific Islander	0	0	0	1	0	1
White	15	5	28	44	23	115
International Student/Non-Resident Alien	19	0	9	4	2	34
Biracial	<u>8</u>	<u>1</u>	<u>8</u>	<u>6</u>	<u>1</u>	<u>24</u>
Totals	81	29	145	156	158	569

Work Group Demographics

- Respondents who reported that they were not employed and those respondents who reported working at least 35 hours per week were significantly more likely to be Community College transfers than respondents who reported working *11-20 hours* or *21-34 hours* per week (69% and 71% versus 47% and 45%, respectively)
- Respondents who reported that they were not employed and those respondents who reported working *1-10 hours* per week reported significantly higher Grade Point Averages (over 3.0) than respondents who reported working *21-34 hours* or *35 or more hours* per week (80% and 76% versus 60% and 60%, respectively)
- Respondents who reported working *11-20 hours* per week were significantly younger than respondents who reported that they were not employed (93% under the age of 29 versus 76%, respectively)
- Respondents who reported working at least 35 hours per week were significantly older than respondents who reported working *1-10 hours*, *11-20 hours*, or *21-34 hours* per week (33% of respondents were 30 or older versus 10%, 7%, and 8%, respectively)
- Respondents who reported working *11-20 hours* per week were significantly more likely to report that they expected to obtain a Specialist, Doctorate or Professional degree than those who reported working at least 35 hours per week (45% versus 25%, respectively)
- Respondents who reported that they were not employed or working *21-34 hours* per week were significantly more likely to be female than respondents who reported working at least 35 hours per week (68% and 64% versus 46%, respectively)
- Respondents who reported working at least 35 hours per week were less likely to report their overall enrollment status at FIU was full time than respondents who reported that they were not employed or worked *1-10 hours*, *11-20 hours*, or *21-34 hours* per week (62% versus 91%, 90%, 93%, and 82%, respectively)
- Respondents who reported that they were not employed were less likely to report that they lived with parents or other relatives than those respondents who reported that they were employed *1-10 hours*, *11-20 hours*, or *21-34 hours* per week (37% versus 87%, 66%, 62%, respectively)

Selected Statistically Significant Work Group Differences Among Means ($p < .01$)

- Respondents who reported that they worked *11-20 hours* per week were more likely to report that they had formed a relationship with a faculty member that was close enough to ask for advice about personal issues than those respondents who reported that they worked at least 35 hours per week ($M = 1.53$ versus 1.26, respectively)
- Respondents who reported that they worked at least 35 hours per week rated their overall academic experience at FIU more highly than those respondents who reported that they worked *11-20 hours* per week ($M = 3.24$ versus 2.98, respectively)
- Respondents who reported that they were not employed were more likely to agree that their professors were good teachers than respondents who reported working *11-20 hours*, *21-34 hours*, or at least 35 hours per week ($M = 4.40$ versus $M = 4.03$, 3.94 and 4.04, respectively)
- Respondents who reported that they were not employed were more likely to agree that their professors were available outside of class than those respondents who reported working *21-34 hours* or at least 35 hours per week ($M = 4.43$ versus $M = 4.01$ and 4.03, respectively)
- Respondents who reported that they were not employed were more likely to agree that the

department of their major met its goals and objectives than respondents who reported working *11-20 hours* or *21-34 hours* per week ($M = 4.17$ versus $M = 3.66$ and 3.69 , respectively)

- Respondents who reported working *11-20 hours* per week were more likely to report using the Biscayne Bay campus library than those respondents who reported working *1-10 hours* per week ($M = 2.29$ versus 1.31 , respectively)
- Respondents who reported that they were employed *21-34 hours* per week rated more highly the quality of student loans at FIU than those respondents who reported that they were not employed ($M = 3.51$ versus 3.00 , respectively)

D. DIFFERENCES AMONG COLLEGE/SCHOOL GROUPS

Table 6 shows demographic information for respondents by college/school. This table is followed by a written analysis of selected statistically significant demographic items and statistically significant differences in responses to the survey items by college/school.

Please note that some respondents did not answer every demographic item

Table 6
Demographic Information By College/School

	<u>Arch</u>	<u>A & S</u>	<u>Business</u>	<u>Educ</u>	<u>Eng</u>	<u>H&UA</u>	<u>HM</u>	<u>Jour</u>	<u>Totals</u>
1. Entering Status									
Recent high school graduate	2	58	28	7	25	16	16	22	174
Community College transfer	4	78	55	14	20	39	27	29	266
Other	<u>0</u>	<u>12</u>	<u>4</u>	<u>0</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>28</u>
Totals	6	148	87	21	47	59	45	55	468
2. Hours Employed Per Week									
Over 35 hours per week	2	47	32	1	18	28	15	15	158
Employed 21-34 hours per week	3	53	23	8	18	14	12	27	158
Employed 11-20 hours per week	1	47	23	5	16	24	10	24	150
Employed 1-10 hours	0	9	9	4	3	4	0	1	30
Not Employed	<u>2</u>	<u>35</u>	<u>6</u>	<u>6</u>	<u>5</u>	<u>14</u>	<u>8</u>	<u>6</u>	<u>82</u>
Totals	8	191	93	24	60	84	45	73	578
3. Overall GPA									
2.0-2.4	0	9	4	0	3	6	2	0	24
2.5-2.9	2	43	34	9	23	18	15	19	163
3.0-3.4	5	78	44	11	20	29	13	44	244
3.5-4.0	<u>1</u>	<u>62</u>	<u>11</u>	<u>5</u>	<u>13</u>	<u>31</u>	<u>14</u>	<u>10</u>	<u>147</u>
Totals	8	192	93	25	59	84	44	73	578
4. Age									
< 24	1	85	40	12	20	37	27	38	260
24-29	2	70	34	10	29	25	16	31	217
30-39	1	26	16	2	11	16	2	4	78
40-49	4	6	2	0	0	4	0	0	16
> 50	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>4</u>
Totals	8	189	92	25	60	83	45	73	575

Table 6 continued

	<u>Arch</u>	<u>A & S</u>	<u>Business</u>	<u>Educ</u>	<u>Eng</u>	<u>H&UA</u>	<u>HM</u>	<u>Jour</u>	<u>Totals</u>
5. Highest Degree Expected to Obtain									
Bachelors degree	0	6	3	1	3	4	13	16	46
Masters degree	4	81	70	14	37	52	24	40	322
Specialist degree	0	19	4	6	0	12	0	4	45
Doctorate or Professional degree	<u>4</u>	<u>80</u>	<u>13</u>	<u>4</u>	<u>19</u>	<u>12</u>	<u>8</u>	<u>12</u>	<u>152</u>
Totals	8	186	90	25	59	80	45	72	565
6. Campus									
Biscayne Bay	0	3	5	1	0	7	25	43	84
Broward	0	0	0	0	0	0	3	2	5
University Park	7	126	54	21	41	50	0	14	313
Equal at two campuses	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	7	129	59	22	42	57	28	59	403
7. Gender									
Female	7	120	42	21	9	48	31	48	326
Male	<u>1</u>	<u>70</u>	<u>48</u>	<u>4</u>	<u>51</u>	<u>34</u>	<u>13</u>	<u>25</u>	<u>246</u>
Totals	8	190	90	25	60	82	44	73	572
8. Race/Ethnicity									
American Indian	0	2	0	0	0	0	0	0	2
Asian	0	7	8	1	6	5	3	0	30
Black/African American	0	12	8	6	5	12	4	6	53
Hispanic	7	112	56	8	31	47	10	40	311
Native Hawaiian/Pacific Islander	0	0	1	0	0	0	0	0	1
White	0	34	13	7	10	17	17	18	116
International Student/Non-Resident Alien	1	14	2	2	4	0	7	4	34
Biracial	<u>0</u>	<u>5</u>	<u>3</u>	<u>0</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>24</u>
Totals	8	186	91	24	60	84	45	73	571

College/School Demographics

- Respondents from the College of Arts & Sciences were less likely than the respondents from the College of Business to have a Grade Point Average (GPA) between 2.5-2.9 (21% versus 36%) and more likely to have a GPA over 3.5 than the respondents from the College of Business (32% versus 12%)
- Respondents from the College of Engineering were less likely to report that they were under the age of 24 than respondents from the Schools of Hospitality Management and Journalism (32% versus 60% and 56%, respectively)
- Respondents from the College of Arts and Sciences were more likely to report that they expected to attain a doctorate or professional degree than respondents from the College of Business, School of Hospitality Management, and School of Journalism (40% versus 14%, 18%, and 15%, respectively)
- Respondents from the College of Engineering were more likely to report that they were males than respondents from the College of Arts & Sciences, College of Business, College of Education, College of Health & Urban Affairs, School of Hospitality Management, and School of Journalism (85% versus 35%, 53%, 16%, 30%, 30%, and 41%, respectively)
- Respondents from the College of Business were more likely to report that they were males than respondents from the College of Education (53% versus 16%)

Selected Statistically Significant College/School Differences Among Means ($p < .01$)

- Respondents who reported that they were from the College of Business were less likely to report that they had formed a close enough relationship with a faculty member to ask for a letter of recommendation than respondents from the College of Arts and Sciences, School of Hospitality Management, and the School of Journalism ($M = 1.48$ versus $M = 1.85, 1.94$ and 1.87 , respectively)
- Respondents from the College of Business and the College of Engineering were less likely to report that their professors were good teachers than respondents from the College of Arts & Sciences, College of Education, School of Hospitality Management, and the School of Journalism ($M = 3.68$ and 3.55 versus $M = 4.24, 4.43, 4.40$ and 4.35 , respectively)
- Respondents from the College of Business were more likely to report that in their major their classes were too large than respondents from the College of Arts & Sciences, College of Education, College of Engineering, School of Hospitality Management, and the School of Journalism ($M = 3.73$ versus $M = 2.63, 2.18, 2.58, 2.33$, and 2.20 , respectively)
- Respondents from the College of Arts & Sciences and the School of Hospitality Management were more likely to report that the professors in their major were available outside of class than respondents from the College of Business ($M = 4.31$ and 4.45 versus $M = 3.86$, respectively)
- Respondents from the School of Journalism were less likely to report that in their major, the classes that they needed were available than respondents from the School of Hospitality Management ($M = 3.11$ versus 4.22)
- Respondents from the School of Hospitality Management were more likely to report that the quality of courses in their major prepared them for employment than respondents from the College of Arts & Sciences and the College of Business ($M = 4.18$ versus $M = 3.57$, and 3.43 , respectively)
- Respondents from the School of Hospitality Management were more likely to report that they were satisfied with the fairness of grading in their courses than respondents from the College of Engineering ($M = 4.35$ versus 3.27 , respectively)
- Respondents from the School of Hospitality Management were more likely to report that they were satisfied that the department of their major had met its goals and objectives than respondents from the College of Business and the College of Engineering ($M = 4.20$ versus $M = 3.56$ and 3.34 , respectively)
- Respondents from the School of Journalism were more likely to report that their experience at FIU contributed to their writing effectively than respondents from the Colleges of Business and Health & Urban Affairs ($M = 2.69$ versus $M = 2.15$ and 1.97 , respectively)
- Respondents from the School of Journalism were more likely to report that their experience at FIU contributed to their understanding of written information than respondents from the College of Health & Urban Affairs ($M = 2.62$ versus 2.03)
- Respondents from the College of Arts & Sciences were less likely to report that their experience at FIU contributed to their ability to work in a group than respondents from the School of Journalism ($M = 2.21$ versus 2.67)
- Respondents from the School of Journalism were more likely to report that the advisors were available when needed than respondents from the College of Business ($M = 3.85$ versus 2.76 , respectively)

E. DIFFERENCES AMONG CAMPUS GROUPS

Table 7 shows demographic information for respondents by campus. This table is followed by a written analysis of selected statistically significant demographic items and statistically significant differences in responses to the survey items by campus.

Please note that some respondents did not answer every demographic item

Table 7
Demographics By Campus Groups

	<u>Biscayne Bay</u>	<u>Broward</u>	<u>University Park</u>	<u>Equal at Two Campuses</u>	<u>Total</u>
1. Entering Status					
Recent high school graduate	23	0	106	1	130
Community College transfer	48	5	149	0	202
Other	<u>6</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>15</u>
Totals	77	5	264	1	347
2. Hours Employed Per Week					
Over 35 hours per week	25	1	79	0	105
Employed 21-34 hours per week	30	2	73	1	106
Employed 11-20 hours per week	17	2	94	0	113
Employed 1-10 hours	2	0	18	0	20
Not Employed	<u>10</u>	<u>0</u>	<u>48</u>	<u>0</u>	<u>58</u>
Totals	84	5	312	1	402
3. Overall GPA					
2.0-2.4	2	0	13	0	15
2.5-2.9	26	2	89	1	118
3.0-3.4	40	2	122	0	164
3.5-4.0	<u>15</u>	<u>1</u>	<u>89</u>	<u>0</u>	<u>105</u>
Totals	83	5	313	1	402
4. Age					
< 24	37	2	141	0	180
24-29	37	3	114	1	155
30-39	9	0	40	0	49
40-49	1	0	11	0	12
> 50	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>4</u>
Totals	84	5	310	1	400
5. Highest Degree Expected to Obtain					
Bachelors degree	20	2	10	0	32
Masters degree	46	2	174	1	223
Specialist degree	1	0	33	0	34
Doctorate or Professional degree	<u>16</u>	<u>1</u>	<u>89</u>	<u>0</u>	<u>106</u>
Totals	83	5	306	1	395
6. College/School					
Architecture	0	0	7	0	7
Arts & Sciences	3	0	126	0	129
Business	5	0	54	0	59
Education	1	0	21	0	22
Engineering	0	0	41	1	42
Health & Urban Affairs	7	0	50	0	57
Hospitality Management	25	3	0	0	28
Journalism	<u>43</u>	<u>2</u>	<u>14</u>	<u>0</u>	<u>59</u>
Totals	84	5	313	1	403

Table 7 continued

	<u>Biscayne Bay</u>	<u>Broward</u>	<u>University Park</u>	<u>Equal at Two Campuses</u>	<u>Total</u>
7. Gender					
Female	56	3	167	0	226
Male	<u>28</u>	<u>2</u>	<u>145</u>	<u>1</u>	<u>176</u>
Totals	84	5	312	1	402
8. Race/Ethnicity					
American Indian	0	0	0	0	0
Asian	0	1	14	1	16
Black/African American	12	1	18	0	31
Hispanic	36	1	176	0	213
Native Hawaiian/Pacific Islander	0	0	1	0	1
White	23	1	61	0	85
International Student/Non-Resident Alien	7	0	18	0	25
Biracial	<u>6</u>	<u>1</u>	<u>17</u>	<u>0</u>	<u>24</u>
Totals	84	5	305	1	395

Demographics By Campus

Because of the small number of respondents from the Broward campus, those respondents were not included in further analyses. Please note that because the School of Hospitality Management and School of Journalism are housed on the Biscayne Bay Campus, differences identified by campus may be confounded by college/school. That is, the differences identified may not be linked to the campus the respondent primarily attended, but perhaps linked to their choice of major (college/school).

- Respondents who attended the University Park campus were less likely to report that they would stop their education with a Bachelor's degree (3% versus 24%) and more likely to report that they wished to attain a doctorate or professional degree (29% versus 19%) than respondents who attended the Biscayne Bay Campus

Selected Statistically Significant Campus Differences Between Means ($p < .01$)

Because of the small number of respondents from the Broward campus, those respondents were not included in further analyses. Please note that because the School of Hospitality Management and School of Journalism are housed on the Biscayne Bay Campus, differences identified by campus may be confounded by college/school. That is the differences identified may not be linked to the campus the respondent primarily attended, but perhaps linked to their choice of major (college/school).

- Respondents from the Biscayne Bay campus were more likely to report that the professors in their major were good teachers than respondents from the University Park campus ($M = 4.34$ versus 3.98, respectively)
- Respondents from the Biscayne Bay campus were more likely to report that the courses in their major prepared them for employment than respondents from the University Park campus ($M = 3.92$ versus 3.58, respectively)
- Respondents from the Biscayne Bay campus were more likely to report that the department of their major met its goals and objectives than respondents from the University Park campus ($M = 4.01$ versus 3.68, respectively)
- Respondents from the University Park campus were less likely to report that FIU made a contribution to their understanding and applying scientific methods and principles than respondents from the Biscayne Bay campus ($M = 2.99$ versus 1.88, respectively)

VII. CONCLUSIONS FROM THE 2000-2001 GRADUATING SENIOR SURVEY

Once again it is determined that the sample of graduating seniors is not representative of the graduating senior population. Response rates remain a problem, dropping to an overall response rate of seventeen percent for this time period (Fall 2000 – Spring 2001). This is the first data collection of this Continuous Quality Improvement Survey that was extended beyond seniors who graduated in the spring semester. It should be noted, however, that it is unclear whether all of the graduating seniors from the Fall 2000 semester received the survey or whether all of the colleges/schools returned the surveys that they collected. The School of Journalism and Mass Communication had a response rate of 53%, followed by the College of Engineering with 35%. The Colleges of Education and Business had response rates below 10%. The School of Hospitality Management leads the colleges/schools in three-year response rates, with 49%. The School of Journalism and Mass Communication had a three-year response rate of 44% and the College of Engineering had a three-year response rate of 28%.

Positive responses to the twelve principal indicators of student satisfaction decreased, in general, compared to the responses from students who graduated in Spring 1999. Positive responses remained about the same for overall satisfaction at FIU, whether the respondents were challenged to do their best at FIU, whether the respondents would recommend FIU to a friend or relative considering college, and the responsiveness of the FIU administration to student academic problems. Positive responses increased for two principal indicators: professors, in my major, were available outside of class and responsiveness of FIU support services to students' needs. Positive responses decreased for five principal indicators: overall academic experience at FIU; satisfaction with department of major; professors, in my major, were good teachers; quality of other undergraduates; courses, in my major, prepared me for employment; and courses, in my major, prepared me for graduate or professional school.

Positive responses to the twelve principal indicators of student satisfaction fluctuated across the three-year period (1999-2001). Three-year positive responses remained about the same for two principal indicators: overall experience at FIU and challenged to do their best at FIU. Three-year positive responses were less stable for eight principal indicators: overall academic experience, recommend FIU to a friend or relative considering college, satisfaction with department of major, professors were good teachers, professors were available outside of class, quality of other undergraduates, quality of courses prepared for employment, and quality of courses prepared for graduate or professional school. The remaining two indicators were added in Spring 2000 and only have data from two data collections.

Two of the principal indicators ask the graduating respondents to evaluate whether the quality of courses in their major prepared them for employment and professional or graduate school. The majority of students that attend FIU are currently working at least 11 hours per week. It is unclear whether the graduates continue in their current position after they graduate from FIU or search for a new position. If the graduates continue in their current position, then it would be expected that the ratings for this item would be lower than for the other items. In addition, graduating seniors may not be cognizant of their preparedness for graduate school until after they begin a graduate or professional program. Although these items are considered important enough to remain principal indicators, it is unclear whether the graduating students are in a position to respond to these questions accurately.

As expected, there were a number of differences between groups of students. Female respondents were more likely to be younger, employed fewer hours per week and Arts & Sciences majors than male respondents. Black/African American respondents were more likely to attend classes at the Biscayne Bay campus than Hispanic or White respondents. Respondents who worked fewer than 10 hours per week were more likely to have higher Grade Point Averages (GPAs) than respondents who were employed more than 10 hours per week. Respondents from the College of Arts & Sciences were more likely to have a GPA of at least 3.5 than respondents from the College of Business.

In general, respondents continued to have positive attitudes toward FIU. However, there are still some areas that need improvement. The multiple regression analysis indicated that respondents' ratings of the FIU administration's responsiveness to student academic problems are the second strongest predictor of academic experience. This is problematic, because this was one of the lowest rated items by the respondents. In order to improve the academic experience for the students at FIU, the perceived responsiveness of the FIU administration must improve.

Response rates to the survey also continue to be a problem. The administration of the survey online may contribute to this problem because, in general, online surveys tend to have lower response rates than paper versions of surveys. However, it is important to note that the overall number of responses from students has improved from a total of 168 respondents in 1999 to the current total of 586. Currently, the survey administrator and the college/school deans are utilizing the email address assigned to each student at FIU to notify the student that the survey is available. A greater effort needs to be made by the Administration, the Deans, and faculty members to get the students to activate and use this email account (or at least forward mail in this account to another preferred account). Online surveys are very cost-effective and will continue to be utilized for the foreseeable future. Team effort by the Office of Planning and Institutional Effectiveness along with the Deans and Chairpersons will improve the response rates of the students. Higher response rates are possible at FIU, if the Deans will follow the example set by the Schools of Hospitality Management and Journalism and Mass Communication.

APPENDIX A: GRADUATING SENIOR SURVEY

APPENDIX A		Please rate the quality of other	
Graduating Senior Survey		undergraduates at FIU.	
Fall 2000 – Summer 2001			<u>%</u>
		Excellent	10.7
		Good	59.5
		Fair	26.1
		Poor	3.6
Questions on all versions of survey:			
Principle indicators of student satisfaction			
In general, how satisfied are you with your overall experience at FIU?		Please rate the responsiveness of FIU's administration to student academic problems.	
	<u>%</u>		<u>%</u>
Very Satisfied	29.3	Excellent	9.6
Satisfied	60.9	Good	45.6
Dissatisfied	7.4	Fair	29.3
Very Dissatisfied	2.3	Poor	15.4
What was your primary reason for attending FIU?		Please rate the responsiveness of FIU's support services to undergraduate student needs	
	<u>%</u>		<u>%</u>
Academic reputation	6.8	Excellent	12.3
Cost	25.9	Good	44.9
Location	43.2	Fair	29.0
Type of Program Available	16.7	Poor	13.8
Other	7.5		
What was your status when you first entered FIU?		In my major my professors were good teachers	
	<u>%</u>		<u>%</u>
Recent high school graduate	37.2	Strongly Agree	31.6
Transfer from Community College or University	56.7	Agree	51.5
Other	6.1	Disagree	11.0
When you reflect upon your time at FIU, have you been challenged to do the very best you could?		Strongly Disagree	4.0
	<u>%</u>	Not Sure	1.9
Most of the time	50.6	In my major my professors were available outside of class to help me	
Sometimes	40.6		<u>%</u>
Seldom	7.9	Strongly Agree	35.0
Never	.9	Agree	48.9
Would you recommend FIU to a friend or relative considering college?		Disagree	12.0
	<u>%</u>	Strongly Disagree	2.8
Yes, without reservations	52.2	Not Sure	1.3
Yes, with reservations	40.0	In my major, the quality of courses I took prepared me for employment	
No, probably not	6.6		<u>%</u>
No, under no circumstances	1.1	Strongly Agree	20.0
Please rate your academic experience at FIU.		Agree	43.7
	<u>%</u>	Disagree	22.5
Excellent	26.5	Strongly Disagree	9.8
Good	58.6	Not Sure	4.0
Fair	14.0		
Poor	.8		

In my major, the quality of courses I took prepared me for graduate or professional school		<u>%</u>
Strongly Agree		19.5
Agree		45.0
Disagree		27.4
Strongly Disagree		6.6
Not Sure		1.5
I am satisfied with how well the department of my major has met its goals and objectives		<u>%</u>
Strongly Agree		20.4
Agree		50.5
Disagree		17.0
Strongly Disagree		9.2
Not Sure		2.8

Version A: Academic Issues		In my major, my classes were too large	<u>%</u>
Did you develop a professional relationship(s) with faculty that is close enough to ask for a letter of recommendation?	<u>%</u>	Strongly Agree	10.8
		Agree	20.0
		Disagree	12.0
		Strongly Disagree	40.8
		Not Sure	16.4
Yes	79.0		
No	21.0		
Did you develop a professional relationship(s) with faculty that is close enough to ask for advice about career decisions?	<u>%</u>	In my major, the classes I needed were available	<u>%</u>
		Strongly Agree	19.8
		Agree	48.6
		Disagree	8.9
		Strongly Disagree	15.0
Yes	79.5	Not Sure	7.7
No	20.5		
Did you develop a professional relationship(s) with faculty that is close enough to ask for advice about personal issues?	<u>%</u>	In my major, there were a good range of courses available	<u>%</u>
		Strongly Agree	16.2
		Agree	46.2
		Disagree	8.9
		Strongly Disagree	20.2
Yes	41.9	Not Sure	8.5
No	58.1		
Please rate your social experience at FIU	<u>%</u>	In my major, I was provided the opportunity to develop appropriate computer skills	<u>%</u>
		Strongly Agree	21.1
		Agree	41.7
		Disagree	11.7
		Strongly Disagree	19.4
Excellent	17.2	Not Sure	6.1
Good	47.6		
Fair	28.4		
Poor	6.8		
Please rate the safety measures on campus	<u>%</u>		
		Strongly Agree	21.1
		Agree	41.7
		Disagree	11.7
		Strongly Disagree	19.4
Excellent	30.1	Not Sure	6.1
Good	52.6		
Fair	15.3		
Poor	2.0		

In my major, my training in computer skills prepared me for today's technology		Version B: Quality Issues	
	<u>%</u>		
Strongly Agree	14.2	How often have you used the FIU Library at University Park?	<u>%</u>
Agree	38.5	Frequently	45.2
Disagree	15.8	Occasionally	33.9
Strongly Disagree	23.9	Seldom	13.0
Not Sure	7.7	Never	7.9
In my major, lower division courses adequately prepared me for upper division courses		How often have you used the FIU Library at Biscayne Bay Campus?	<u>%</u>
	<u>%</u>	Frequently	13.8
Strongly Agree	14.9	Occasionally	20.5
Agree	51.2	Seldom	18.4
Disagree	19.8	Never	47.3
Strongly Disagree	10.1		
Not Sure	4.0		
In my major, I was satisfied with my practicum or internship experiences		How often have you used the Career Resources and Placement Service?	<u>%</u>
	<u>%</u>	Frequently	6.4
Strongly Agree	17.9	Occasionally	15.4
Agree	36.6	Seldom	28.2
Disagree	30.1	Never	50.0
Strongly Disagree	10.2		
Not Sure	5.3		
In my major, I was satisfied with the fairness of grading in my courses		How often have you used the Counseling and Psychological Services Center?	<u>%</u>
	<u>%</u>	Frequently	3.8
Strongly Agree	18.5	Occasionally	9.3
Agree	64.1	Seldom	16.5
Disagree	6.0	Never	70.5
Strongly Disagree	8.5		
Not Sure	2.8		
Courses to meet general education requirements were available to me		How often have you used the Testing Center?	<u>%</u>
	<u>%</u>	Frequently	3.4
Strongly Agree	22.8	Occasionally	10.1
Agree	61.8	Seldom	17.3
Disagree	7.5	Never	69.2
Strongly Disagree	5.8		
Not Sure	2.1		
Courses in other departments, but required by my major were available to me		How often have you used Recreational Services?	<u>%</u>
	<u>%</u>	Frequently	9.7
Strongly Agree	17.8	Occasionally	14.3
Agree	61.8	Seldom	22.4
Disagree	10.0	Never	53.6
Strongly Disagree	9.1		
Not Sure	1.2		
		How often have you used on-campus student employment?	<u>%</u>
		Frequently	6.3
		Occasionally	9.7
		Seldom	8.4
		Never	75.6

How often have you used Health Services?	<u>%</u>	Please rate the quality of the University	
Frequently	9.7	Park library	<u>%</u>
Occasionally	17.6	Excellent	46.6
Seldom	27.3	Good	34.8
Never	45.4	Don't Know	9.0
		Fair	9.5
		Poor	0.0
How often have you used Academic Advising: Lower Division?	<u>%</u>	Please rate the quality of the Biscayne Bay library	<u>%</u>
Frequently	15.2	Excellent	9.7
Occasionally	27.0	Good	25.0
Seldom	23.2	Don't Know	49.1
Never	34.6	Fair	13.0
		Poor	3.2
How often have you used Academic Advising in your major?	<u>%</u>	Please rate the quality of the Career Resources and Placement Service	<u>%</u>
Frequently	42.7	Excellent	7.4
Occasionally	33.9	Good	20.9
Seldom	16.7	Don't Know	56.7
Never	6.7	Fair	11.2
		Poor	3.7
How often have you used the Computer Laboratories/Services?	<u>%</u>	Please rate the quality of Counseling and Psychological Services	<u>%</u>
Frequently	49.6	Excellent	3.3
Occasionally	29.2	Good	15.2
Seldom	14.0	Don't Know	73.3
Never	7.2	Fair	5.2
		Poor	2.9
How often have you attended Cultural Activities such as speakers, concerts, movies, etc.?	<u>%</u>	Please rate the quality of the Testing Center	<u>%</u>
Frequently	7.2	Excellent	4.7
Occasionally	21.1	Good	16.5
Seldom	31.6	Don't Know	70.8
Never	40.1	Fair	7.1
		Poor	.9
How often have you been involved in intramural activities?	<u>%</u>	Please rate the quality of Recreational Services	<u>%</u>
Frequently	5.0	Excellent	7.0
Occasionally	8.8	Good	24.7
Seldom	10.5	Don't Know	60.0
Never	75.7	Fair	7.4
		Poor	.9
How often have you used SASS?	<u>%</u>		
Frequently	57.3		
Occasionally	22.2		
Seldom	10.0		
Never	10.5		

Please rate the quality of on-campus Student employment	<u>%</u>	Please rate the quality of Intramural Activities	<u>%</u>
Excellent	3.7	Excellent	3.8
Good	11.2	Good	13.7
Don't Know	77.6	Don't Know	78.7
Fair	4.2	Fair	3.8
Poor	3.3	Poor	0.0
Please rate the quality of Health Services	<u>%</u>	Please rate the quality of SASS	<u>%</u>
Excellent	10.7	Excellent	31.3
Good	32.7	Good	40.2
Don't Know	45.3	Don't Know	13.4
Fair	8.4	Fair	12.1
Poor	2.8	Poor	3.1
Please rate the quality of Academic Advising: Lower Division	<u>%</u>	Please rate the quality of the FIU catalog	<u>%</u>
Excellent	8.3	Excellent	22.5
Good	29.4	Good	56.4
Don't Know	33.9	Don't Know	3.8
Fair	17.0	Fair	14.8
Poor	11.5	Poor	2.5
Please rate the quality of Academic Advising in your major	<u>%</u>	Please rate the quality of the General Education program	<u>%</u>
Excellent	27.6	Excellent	11.9
Good	39.2	Good	48.3
Don't Know	5.1	Don't Know	20.8
Fair	21.2	Fair	17.8
Poor	6.9	Poor	1.3
Please rate the quality of the Computer Laboratories	<u>%</u>	Please rate the quality of New Student orientation	<u>%</u>
Excellent	25.6	Excellent	17.4
Good	52.5	Good	36.4
Don't Know	5.9	Don't Know	30.9
Fair	13.2	Fair	13.1
Poor	2.7	Poor	2.1
Please rate the quality of Cultural Activities	<u>%</u>	Please rate the quality of Admissions	<u>%</u>
Excellent	9.1	Excellent	14.3
Good	32.1	Good	54.9
Don't Know	48.3	Don't Know	5.1
Fair	9.6	Fair	20.3
Poor	1.0	Poor	5.5

Please rate the quality of FIU Class Schedules	<u>%</u>	Please rate the quality of Student	
Excellent	14.7	Scholarships	<u>%</u>
Good	49.2	Excellent	14.1
Don't Know	0.0	Good	17.5
Fair	24.4	Don't Know	53.4
Poor	11.8	Fair	7.7
		Poor	7.3
Please rate the quality of Registration	<u>%</u>	Please rate the quality of Student	
Excellent	18.9	Transcripts	<u>%</u>
Good	50.0	Excellent	15.0
Don't Know	.4	Good	46.8
Fair	23.1	Don't Know	20.6
Poor	7.6	Fair	15.5
		Poor	2.1
Please rate the quality of Student Judicial		Please rate the quality of Student	
Services	<u>%</u>	Records	<u>%</u>
Excellent	5.9	Excellent	20.1
Good	7.2	Good	48.7
Don't Know	76.7	Don't Know	13.2
Fair	8.9	Fair	13.7
Poor	1.3	Poor	4.3
Please rate the quality of the Drop and Add			
procedure	<u>%</u>		
Excellent	23.2		
Good	48.5		
Don't Know	4.6		
Fair	17.7		
Poor	5.9		
Please rate the quality of Student			
Loans	<u>%</u>		
Excellent	13.2		
Good	23.5		
Don't Know	51.7		
Fair	8.1		
Poor	3.4		
Please rate the quality of Student			
Grants	<u>%</u>		
Excellent	17.5		
Good	19.7		
Don't Know	46.6		
Fair	11.1		
Poor	5.1		

Version 3: Personal Growth and Advising Issues		Learning another language?	<u>%</u>
		Very Much	14.3
		Somewhat	24.2
		Very Little	61.5
How much did FIU contribute to your personal growth in each area below?		Understanding different philosophies and cultures?	<u>%</u>
Writing effectively?	<u>%</u>	Very Much	43.1
Very Much	43.3	Somewhat	43.1
Somewhat	45.5	Very Little	13.8
Very Little	11.2		
Speaking effectively?	<u>%</u>	Gaining a broad education about different fields of knowledge?	<u>%</u>
Very Much	45.5	Very Much	45.0
Somewhat	39.1	Somewhat	42.4
Very Little	15.5	Very Little	12.6
Understanding written information?	<u>%</u>	Becoming more aware about the importance of ethical practices?	<u>%</u>
Very Much	47.0	Very Much	47.2
Somewhat	40.5	Somewhat	39.1
Very Little	12.5	Very Little	13.7
Working independently?	<u>%</u>	Understanding and appreciating the arts?	<u>%</u>
Very Much	61.7	Very Much	27.3
Somewhat	31.3	Somewhat	47.2
Very Little	7.0	Very Little	25.5
Learning on your own?	<u>%</u>	Ability to express your thoughts?	<u>%</u>
Very Much	63.5	Very Much	44.8
Somewhat	30.9	Somewhat	40.4
Very Little	5.6	Very Little	14.8
Working in a group?	<u>%</u>	Learning to listen more closely to others?	<u>%</u>
Very Much	52.2	Very Much	46.8
Somewhat	37.1	Somewhat	42.0
Very Little	10.8	Very Little	11.3
Organizing your time effectively?	<u>%</u>	Critical thinking?	<u>%</u>
Very Much	44.6	Very Much	56.9
Somewhat	40.3	Somewhat	34.5
Very Little	15.0	Very Little	8.6
Leading and guiding others?	<u>%</u>	Thinking logically?	<u>%</u>
Very Much	39.8	Very Much	59.1
Somewhat	42.0	Somewhat	33.2
Very Little	18.2	Very Little	7.8
Leading a productive life?	<u>%</u>		
Very Much	37.4		
Somewhat	44.3		
Very Little	18.3		

Improving your computational skills?	<u>%</u>	Sources from which I received	
Very Much	42.6	beneficial academic advising	
Somewhat	43.9	during my last two years at FIU?	
Very Little	13.5	(Please check all that apply)	<u>%</u>
		Advisors in my major	27.1
Ability to solve analytical problems?	<u>%</u>	Central advisors in my college	17.1
Very Much	43.3	Friends	28.3
Somewhat	46.8	I did not seek help from advisors	2.0
Very Little	10.0	Printed material including the catalog	10.9
		Professors not assigned as advisors	4.6
Desiring intellectual challenges?	<u>%</u>	SASS	6.0
Very Much	55.3	Student advisors	12.5
Somewhat	34.2	Other	.1
Very Little	10.5		
		If you received advising from	
Prepared me to pursue life-long learning?	<u>%</u>	University, College or Departmental	
Very Much	50.0	sources, please answer the following	
Somewhat	36.2	questions	
Very Little	13.8		
		In general the advisors were helpful	<u>%</u>
Understanding and applying scientific		Strongly Agree	29.6
principles and methods?	<u>%</u>	Agree	48.4
Very Much	37.9	Neutral	7.6
Somewhat	42.7	Disagree	7.2
Very Little	19.4	Strongly Disagree	7.2
Ability to conceptualize and solve problems?	<u>%</u>	The advisors were available when	
Very Much	44.3	needed	<u>%</u>
Somewhat	44.8	Strongly Agree	20.8
Very Little	10.9	Agree	44.3
		Neutral	10.0
Gaining more respect for the principles of		Disagree	15.4
moral living?	<u>%</u>	Strongly Disagree	9.5
Very Much	36.1		
Somewhat	40.9	Sufficient time was available during	
Very Little	23.0	the advising session	<u>%</u>
		Strongly Agree	28.6
Ability to develop the skills necessary to give		Agree	43.6
effective, professional presentations?	<u>%</u>	Neutral	10.9
Very Much	50.4	Disagree	9.5
Somewhat	38.7	Strongly Disagree	7.3
Very Little	10.9		
		The advice I received was very useful	
		for my career goals	<u>%</u>
		Strongly Agree	20.5
		Agree	38.2
		Neutral	15.9
		Disagree	15.0
		Strongly Disagree	10.5

The advice I received was very useful for my educational goals	<u>%</u>	What is your age?	<u>%</u>
Strongly Agree	27.9	Less than 24	45.2
Agree	46.4	24-29	37.7
Neutral	9.0	30-39	13.6
Disagree	8.1	40-49	2.8
Strongly Disagree	8.6	50 or older	.7
DEMOGRAPHIC INFORMATION:		Overall, what was your enrollment status in college?	<u>%</u>
All Respondents		Full time	81.2
		Part time	18.8
While school was in session, about how many hours did you work per week for pay?	<u>%</u>	For your first two years of college, where did you live?	<u>%</u>
I was not employed	14.1	With parents or relatives	65.8
1-10 hours	5.3	On campus housing	7.3
11-20 hours	25.9	Other private dwelling	26.9
21-34 hours	27.4		
35 hours or more	27.2	For your last two years of college where did you live?	<u>%</u>
I participated in the following activities while working on my degree		With parents or relatives	55.4
Check all that apply	<u>%</u>	On campus housing	4.5
Student Government	5.6	Other private dwelling	40.1
Intercollegiate Athletics	2.2		
Student Publications	6.3	About how far do you live from the campus of FIU that you primarily attend?	<u>%</u>
Greek System	4.8	I live on campus	3.8
Political Activities	5.4	I live within one mile of campus	7.5
Community Service	32.4	I live 1-10 miles from campus	33.5
Church Activities	9.9	I live 11-25 miles from campus	31.8
Performing Arts	4.9	I live over 25 miles from campus	23.4
Intramural Sports	9.6		
Honor Societies	20.3		
Organizations related to my major	6.8	Please indicate your college/school	<u>%</u>
What is the highest degree you expect to attain?	<u>%</u>	Architecture	1.4
No further study intended	8.0	Arts & Sciences	35.3
Masters degree	56.2	Business	16.0
Specialist degree	7.9	CHUA	3.9
Doctorate	26.7	Education	4.3
Other	1.2	Engineering	10.6
		Hospitality Management	7.7
		Journalism & Mass Communication	18.4
What is your overall Grade Point Average?	<u>%</u>		
3.5-4.0	25.5		
3.0-3.4	42.1		
2.5-2.9	28.1		
2.0-2.4	4.1		
Don't know	.2		

Please indicate your major		N		
Accounting	13	Logistics	1	
Advertising	20	Management	10	
Anthropology/Sociology	3	Management Information Systems	37	
Architectural Design	1	Marketing	9	
Architecture	3	Mathematical Science	1	
Art Education	1	Mathematics Education	1	
Art History	2	Mechanical Engineering	8	
Athletic Training	2	Mentally Handicapped	1	
Biology	9	Music	1	
Broadcast Journalism	6	Nursing	8	
Broadcast Production	1	Occupational Therapy	3	
Broadcasting	1	Personal Management	2	
Chemical Engineering	3	Philosophy	2	
Chemistry	2	Physical Education	1	
Civil Engineering	10	Physical Therapy	13	
Communication	2	Physics	1	
Computer Engineering	12	Political Science	2	
Computer Science	28	Portuguese	1	
Construction Management	1	Print Journalism	10	
Criminal Justice	40	Psychology	74	
Dietetics & Nutrition	1	Public Administration	4	
Economics	3	Public Relations	22	
Electrical & Computer Engineering	21	Real Estate	2	
Elementary Education	7	Religious Studies	1	
English	6	Science	1	
Environmental Science	1	Social Work	6	
Environmental Studies	2	Spanish	5	
Exercise and Sport Science	1	Special Education	3	
Exercise Physiology	1	Sport Management	4	
Finance	16	Television Production	2	
French	1	Travel & Tourism	5	
Geology	3	TV Management	2	
Health Services Administration	4	Visual Arts	2	
Health Information Management	1	Women's Studies	2	
Health Sciences	3	What is your gender?	%	
History	1	Female	55.8	
Hospitality Management	29	Male	42.0	
Hotel & Restaurant Management	3			
ICAP	1			
Industrial and Systems Engineering	3			
International Business	13			
International Relations	25			
Journalism	5			
Landscape Architecture	1			
Latin American Caribbean Studies	2			
Liberal Arts	1			
Liberal Studies	14			

Please indicate your racial/ethnic group	<u>%</u>
American Indian/Alaskan Native	.3
Asian	5.1
Black/African American	9.0
Hispanic	53.1
Native Hawaiian/Other Pacific Islander	.2
White	19.8
International Student/Non-Resident	7.8
Asian/Black	.2
Hispanic/White	1.4
Pacific Islander/White	.2
Asian/Hispanic/White	.2
At which campus did you take most of your coursework?	<u>%</u>
Biscayne Bay	14.3
Broward	.9
University Park	53.6
If you are not finishing your degree in 4 years, please indicate all of the reasons why not	<u>%</u>
5 year degree program	8.4
I had to withdraw during a semester	6.3
I took a semester off from school	35.2
My job caused me to take reduced course loads	18.9
I voluntarily took reduced course loads	3.2
I changed majors	12.1
I had some financial problems	11.1
I had personal or family issues	10.4
I was misadvised by advisors	4.1
My required courses were not available	6.0
