

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



Research Report 2002-01
Baccalaureate Alumni Survey
Spring 2001

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Office of Planning & Institutional Effectiveness

The Baccalaureate Alumni Survey is one survey in the series of Continuous Quality Improvement Surveys instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the first survey report from the Baccalaureate Alumni Survey, and the fifth 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 the Spring 2001 Baccalaureate Alumni Survey	2
Summary of the Spring 2001 Baccalaureate Alumni Survey:	
Introduction	4
Methodology:	
Sampling Design and Response Rates	4
<i>Table 1: Respondents by Reported College/School</i>	4
Statistics	5
I. Primary Findings from the 2001 Survey:	
A. Principal Indicators of Satisfaction With FIU	5
B. Examples of Bivariate Relationships Showing Strong Associations	6
C. Strongest Predictors of Overall Experience	7
D. Strongest Predictors of Academic Experience	7
II. Principal Indicators of Overall Satisfaction With FIU (A graphical analysis)	
A. Ratings of Overall Experience	8
B. Academic Experience	8
C. Challenged to Do Their Best	9
D. Recommend FIU to Others	9
E. Quality of Department of Major	10
F. Quality of Other Undergraduates	10
G. The Responsiveness of FIU Administration to Student Academic Problems	11
H. Preparation for a Career	11
I. Undergraduate Education Prepared Me for Graduate or Professional School	12
J. Undergraduate Education Made Me Competitive for Career Advancement	12
III. Differences Between Gender Groups	13
<i>Table 2 Differences Between Gender Groups: Demographic Information</i>	13
IV. Selected Differences in Mean Findings Among Racial/Ethnic Groups	14
<i>Table 3A Differences Among Racial/Ethnic Groups: Demographic Information</i>	14
<i>Table 3B Differences Among Racial/Ethnic Groups: Demographic Information continued</i>	15
V. Selected Differences in Mean Findings Among College/School Groups	15
<i>Table 4 Differences Among College/School Groups: Demographic Information</i>	16
VI. Selected Differences in Mean Findings Among Age Groups	17
<i>Table 5 Differences Among Age Groups: Demographic Information</i>	18
VII. Biscayne Bay and University Park Campuses: Demographic Information	18
<i>Table 6A Demographic Information: Biscayne Bay and University Park</i>	19
<i>Table 6B Demographic Information: Biscayne Bay and University Park continued</i>	20
VIII. Conclusions from the 2001 Baccalaureate Alumni Survey	21
<i>Appendix A: 2001 Baccalaureate Alumni Survey</i>	22
<i>Appendix B: Answers to Open-ended Questions</i>	29

EXECUTIVE SUMMARY OF THE SPRING 2001 BACCALAUREATE ALUMNI SURVEY

This report summarizes the main findings from the Spring 2001 Florida International University *Baccalaureate Alumni 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 SUS Accountability Committee on Survey Activity (Legg, Final Report, 1992). The survey was designed to measure FIU alumni satisfaction with and attitudes about Florida International University. The survey was designed to parallel the Graduating Senior Survey that is distributed every semester.

The Registrar's Office provided the Office of Planning and Institutional Effectiveness with a file containing the names and last known addresses of students who graduated from FIU between 1995-2000. The file contained 20,607 names. Twelve hundred and four names were randomly selected from the file and the surveys were mailed to the last known address, along with a self-addressed postage-paid envelope. One hundred ninety-nine alumni returned the survey, for a response rate of approximately seventeen percent.

Ten principal indicators have been singled out from the survey items as the most reliable measures of the alumni respondents' satisfaction with FIU. They have been summarized below.

- Overall Experience at FIU: Approximately 84% of alumni respondents rated positively their overall FIU experiences (27% excellent, 57% good).
- Academic Experience: Approximately 87% of the alumni respondents indicated that they had a positive academic experience (29% excellent, 58% good ratings).
- Challenged: Approximately 94% of alumni respondents agreed that they had been challenged to do the best that they could (58% most of the time, 36% some of the time).
- Recommend FIU: Approximately 96% of the alumni respondents reported that they would recommend FIU to a friend or relative considering college (62% without reservations, 34% with reservations).
- Department of Major: 77% of alumni respondents rated positively the department of their major (28% excellent, 49% good).
- Quality of other undergraduates: 73% of alumni respondents gave the quality of their fellow students favorable ratings (14% excellent, 59% good).
- Responsiveness of FIU Administration to Student Academic Problems: Approximately 49% of alumni respondents rated the administration as responsive to student problems (12% gave excellent ratings, 37% good).
- Preparation for career: 78% of alumni respondents agreed that their undergraduate years at FIU prepared them for a career (27% strongly agreed, 51% agreed).
- Preparation for graduate or professional school: 59% of alumni respondents agreed that their undergraduate education prepared them for further study (25% well prepared, 34% adequately

prepared).

- Undergraduate education made me competitive for advancement in my career: 87% of alumni respondents agreed that their undergraduate education made them competitive for advancement in their career (25% very competitive, 62% adequately competitive).

Strongest Predictors of Overall Experience

- Ratings of academic experience
- Degree of satisfaction with department of major
- Degree of satisfaction with quality of faculty
- Level of agreement that FIU helped individual to become more well-rounded
- Level of agreement that FIU helped individual to value education and learning

Strongest Predictors of Academic Experience

- Ratings of overall experience
- Degree of satisfaction with quality of faculty
- Degree of satisfaction with department of major
- Level of agreement that FIU helped individual to value education and learning
- Ratings of quality of breadth of courses in major

Alumni respondents believed that FIU helped to prepare them for the next step in their career, whether in the employment or academic sector. Fifty-nine percent of respondents reported that FIU prepared them for graduate or professional school. Seventy-eight percent of respondents reported that FIU helped to prepare them for a career. Eighty-seven percent of respondents reported that their educational background at FIU prepared them to be competitive for career advancement.

Overall, alumni respondents were positive about their educational experiences and the personal growth they experienced as students at FIU. Alumni satisfaction is one indicator of the quality of an educational institution and it appears to be very consistent with the satisfaction of graduating seniors. Since this is the first Continuous Quality Improvement Baccalaureate Alumni survey, the results will be used as a baseline against which future data collections can be measured.

SUMMARY OF THE SPRING 2001 BACCALAUREATE ALUMNI SURVEY

INTRODUCTION

This report summarizes the main findings from the Spring 2001 Florida International University *Baccalaureate Alumni 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 SUS Accountability Committee on Survey Activity (Legg, Final Report, 1992). The survey was designed to measure FIU alumni satisfaction with and attitudes about Florida International University. The survey was also designed to parallel the Graduating Senior Survey that is distributed every semester, to allow comparisons between the ratings of alumni and graduating seniors. This allows the researcher to compare results from current graduating students/new alumni and students who have graduated in the past three to five years.

METHODOLOGY

Sampling Design and Response Rates. The Registrar's Office provided the Office of Planning and Institutional Effectiveness with a file containing the names and last known addresses of students who graduated from FIU between 1995-2000. The file contained 20,607 names. The file was split into two separate files, one containing the graduates from 1995-1997 and one containing the graduates from 1998-2000. Twelve hundred and four names were randomly selected from these files and the surveys were mailed to the last known address of the alumnus, along with a self-addressed postage-paid envelope. Only twenty-six surveys were returned by the Postal Service. If a corrected address was provided to us, the survey was resent to the new address. One hundred ninety-nine alumni returned the survey, for a response rate of approximately seventeen percent. Table One shows the number of respondents by college/school and percentage of respondents by college/school. Appendix A provides the Baccalaureate Alumni Survey, with tabulated responses for each question.

The sample of 1204 alumni was randomly selected from the total population of graduates from 1995-2000. The sample was representative of the alumni population as a whole, based on the statistical assumptions of random sampling. Although respondents to surveys are self-selecting and generally are not as representative of the population as the entire sample (they choose whether or not to return the survey), the survey respondents were generally representative of this alumni population as well, although the response rate is a bit lower that would be expected.

Colleges/Schools	Percentage of Total FIU Graduates 1995-2000	Number of Respondents	Percentage of Respondents
Architecture	.7%	2	1.0
Arts & Sciences	27.7%	47	23.6
Business	23.7%	48	24.2
Education	12.3%	24	12.1
Engineering	6.8%	11	5.5
Health and Urban Affairs	19.1%	47	23.6
Hospitality Management	5.6%	7	3.5
Journalism & Mass Communication	4.1%	4	2.0
Unknown	---	9	4.5
Totals	100.0%	199	100.0

Statistics. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 10.0.05. In general, a three to five point scale was used for the survey questions, with higher scores indicating more positive attitudes. A variety of simple statistics are reported such as percentages and mean findings (arithmetic averages). Correlations (also called bivariate relationships) are used to describe the relationships among two or more variables. In this report the degree of correlation is denoted by “ r ” (Pearson Product Moment Correlation). A positive correlation indicates that as scores increase for one variable, they also increase for another variable (or both scores decrease). Analysis of Variance (ANOVA) tests were performed and reported by using the “ F ” statistic.

I. PRIMARY FINDINGS FROM THE 2001 SURVEY

A. Principal Indicators of Satisfaction with FIU

Introduction. This was the first data collection for this particular Continuous Quality Improvement Survey; therefore, there were not any previous data available with which to easily compare the results. It was decided that it would be appropriate to compare the results of this survey with the results from the Fall 2000 – Summer 2001 Graduating Senior Survey. This was appropriate because many of the survey items in the two surveys were identical or very similar, and because it would allow us to compare alumni to see if perhaps we could draw conclusions about attitudes regarding FIU over time. Ten principal indicators have been singled out as the most reliable measures of the alumni respondents’ satisfaction with FIU. These measures include overall satisfaction with FIU, whether or not the respondent would recommend FIU to friends or relatives considering college, and whether or not the respondent felt challenged at FIU. In general, FIU alumni respondents reported very positive attitudes toward FIU. For six of the ten principal indicators of satisfaction with FIU, alumni respondents reported significantly different satisfaction levels than seniors who graduated from FIU from Fall 2000 through Summer 2001. Alumni respondents were more likely than the graduating seniors to report that they were challenged to do their best ($F = 5.91$, $p = .01$). Alumni respondents were more likely than the graduating seniors to report that they would recommend FIU to a friend or relative considering college ($F = 7.38$, $p < .01$). Alumni respondents were more likely than the graduating seniors to assign higher ratings to the department of their major ($F = 9.69$, $p < .01$). Alumni respondents were more likely than the graduating seniors to agree that their undergraduate years at FIU helped to prepare them for a career ($F = 13.76$, $p < .001$). Alumni respondents were less likely than the graduating seniors to positively rate the responsiveness of FIU to academic problems ($F = 5.86$, $p < .05$). Finally, alumni respondents were less likely than the graduating seniors to report that their undergraduate education prepared them for graduate school ($F = 24.81$, $p < .001$). The following is a summary of responses to the ten principal indicators. A more descriptive analysis can be found on page eight.

(You will find the percentage difference from the 2000-2001 Graduating Senior Survey findings in bold parentheses; all responses were rounded to the nearest percent.)

- Overall Experience at FIU: Approximately 84% of alumni respondents rated positively their overall FIU experiences (27% excellent, 57% good). **(-6%)**
- Academic Experience: Approximately 87% of the alumni respondents indicated that they had a positive academic experience (29% excellent, 58% good ratings). **(+2%)**

- Challenged: Approximately 94% of alumni respondents agreed that they had been challenged to do the best that they could (58% most of the time, 36% some of the time). (+3%)
- Recommend FIU: Approximately 96% of the alumni respondents reported that they would recommend FIU to a friend or relative considering college (62% without reservations, 34% with reservations). (+4%)
- Department of Major: 77% of alumni respondents rated positively the department of their major (28% excellent, 49% good). (+7%)
- Quality of other undergraduates: 73% of alumni respondents gave the quality of their fellow students favorable ratings (14% excellent, 59% good). (+3%)
- Responsiveness of FIU Administration to Student Academic Problems: Approximately 49% of alumni respondents rated the administration as responsive to student problems (12% gave excellent ratings, 37% good). (-6%)
- Preparation for career: 78% of alumni respondents agreed that their undergraduate years at FIU prepared them for a career (27% strongly agreed, 51% agreed). (+14%)
- Preparation for graduate or professional school: 59% of alumni respondents agreed that their undergraduate education prepared them for further study (25% well prepared, 34% adequately prepared). (-5%)
- Undergraduate education made me competitive for advancement in my career: 87% of alumni respondents agreed that their undergraduate education made them competitive (25% very competitive, 62% adequately competitive). **(no comparable item in Graduating Senior Survey)**

B) Examples of Bivariate Relationships Showing Strong Associations

- To the extent that alumni respondents agreed that FIU contributed to their personal growth in thinking logically, they also agreed that FIU contributed to their personal growth in quantitative reasoning ($r = .83$, $p < .001$).
- To the extent that alumni respondents agreed that FIU contributed to their personal growth in learning independently, they also agreed that FIU contributed to their personal growth in working independently ($r = .82$, $p < .001$).
- To the extent that the alumni respondents rated highly the quality of Records & Registration staff, they also rated highly the quality of the Cashier's office staff ($r = .79$, $p < .001$).
- To the extent that alumni respondents rated highly their overall experience, they also rated highly their academic experience ($r = .72$, $p < .001$).
- To the extent that the alumni respondents agreed that their undergraduate years at FIU helped them to develop a desire to pursue life-long learning, they also agreed that their undergraduate years at FIU helped them to value education and learning ($r = .72$, $p < .001$).

C) Strongest Predictors of Overall Experience

- Ratings of academic experience
- Degree of satisfaction with department of major
- Degree of satisfaction with quality of faculty
- Level of agreement that FIU helped individual to become more well-rounded
- Level of agreement that FIU helped individual to value education and learning

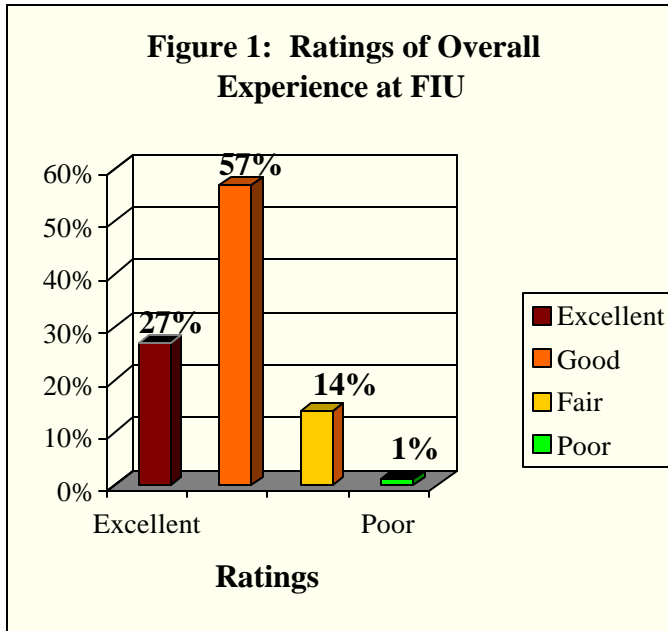
D) Strongest Predictors of Academic Experience

- Ratings of overall experience
- Degree of satisfaction with quality of faculty
- Degree of satisfaction with department of major
- Level of agreement that FIU helped individual to value education and learning
- Ratings of quality of breadth of courses in major

II. PRINCIPAL INDICATORS OF OVERALL SATISFACTION WITH FIU (A graphical analysis)

Percentages may not add up to one hundred percent, because some respondents did not answer every question.

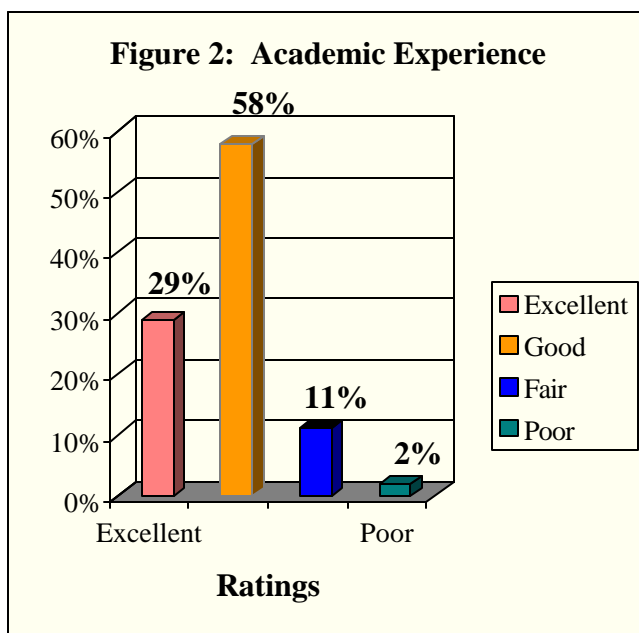
A. Ratings of Overall Experience



The findings in Figure 1 indicate that 84% of alumni respondents rated positively their overall experience at FIU: 27% of respondents gave their overall experience excellent ratings, 57% good. Fifteen percent of respondents rated their overall experience at FIU negatively: 14% of respondents reported fair ratings and 1% assigned poor ratings to their overall experience at FIU.

Correlations: To the extent that alumni respondents rated positively their overall experience at FIU, they also rated highly their academic experience ($r = .72, p < .001$), rated highly the department of their major ($r = .53, p < .001$), rated highly the quality of the faculty ($r = .53, p < .001$), reported that FIU helped them to become a more well-rounded individual ($r = .53, p < .001$), and reported that FIU helped them to value education and learning ($r = .51, p < .001$).

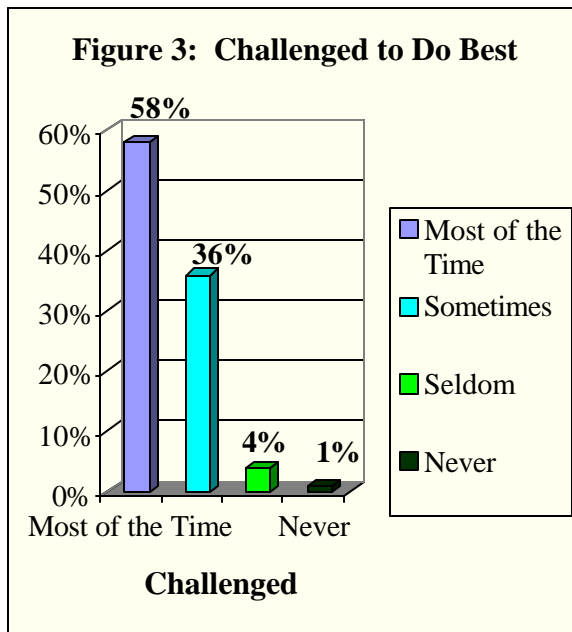
B. Academic Experience



The findings in Figure 2 indicate that 87% of alumni respondents reported a positive academic experience at FIU: 29% rated their academic experience as excellent, while 58% rated their academic experience as good. Thirteen percent of respondents reported that their academic experience at FIU was negative: 11% rated their academic experience as fair, and 2% rated their academic experience as poor.

Correlations: To the extent that the alumni respondents rated their academic experience highly, they also rated highly their overall experience at FIU ($r = .72, p < .001$), rated highly the quality of the faculty at FIU ($r = .66, p < .001$), rated highly the department of their major ($r = .61, p < .001$), would recommend FIU to friends or relatives considering college ($r = .60, p < .001$), and reported that FIU helped them to value education and learning ($r = .56, p < .001$).

C. Challenged to Do Their Best

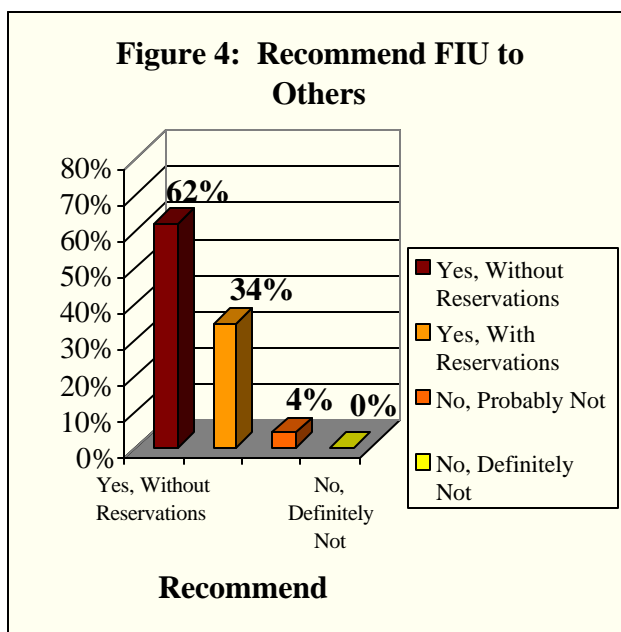


The findings depicted in Figure 3 indicate that 94% of alumni respondents reported that they were challenged to do their best at FIU: 58% reported that they were challenged to do their best most of the time, an additional 36% reported that they were challenged sometimes. Five percent of respondents reported that they were not challenged to do their best at FIU: 4% reported that they were seldom challenged, and another 1% reported that they had never been challenged.

Correlations: To the extent that alumni respondents were challenged to do their best, they also rated highly their academic experiences ($r = .52, p < .001$), reported that FIU helped them to value education and learning ($r = .51, p < .001$), and would recommend FIU to others ($r = .46$).

$p < .001$). Respondents who reported that they were challenged to do their best at FIU also rated highly the quality of the department of their major ($r = .43, p < .001$) and reported that FIU gave them a desire to pursue life-long learning ($r = .42, p < .001$).

D. Recommend FIU to Others

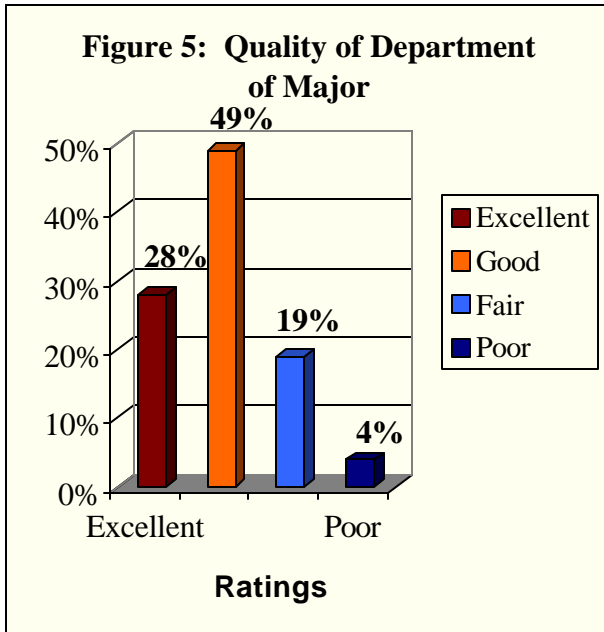


The findings depicted in Figure 4 indicate that 96% of alumni respondents would recommend FIU to friends or relatives considering college: 62% of respondents would recommend FIU to their friends and relatives, without reservations; 34% report that they would recommend FIU, with reservations. Approximately 4% of respondents reported they probably would not recommend FIU to their friends and relatives.

Correlations: To the extent that alumni respondents would recommend FIU to their friends or relatives considering college, they also rated their academic experience highly ($r = .60, p < .001$), rated highly their overall experience at FIU ($r = .50, p < .001$), and rated highly the quality of the department of their major ($r = .49, p < .001$).

Respondents who would recommend FIU to their friends and relatives also rated highly the quality of faculty members at FIU ($r = .48, p < .001$), and they reported that they were challenged to do their best at FIU ($r = .46, p < .001$).

E. Quality of Department of Major

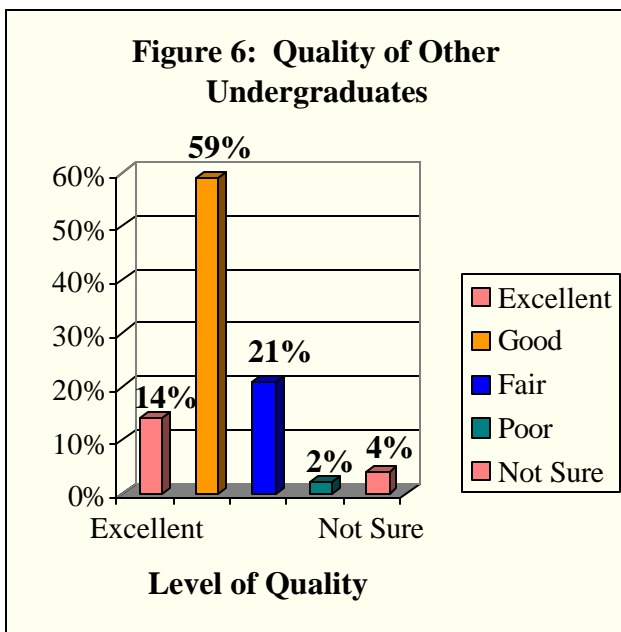


The findings in Figure 5 indicate that 77% of alumni respondents rated positively the quality of the department of their major: 28% of respondents rated the department of their major as excellent, and 49% assigned ratings of good. Twenty-three percent of respondents rated the department of their major negatively: 19% of respondents assigned ratings of fair and 4% rated the department of their major as poor.

Correlations: To the extent that the alumni respondents rated positively the quality of the department of their major, they also rated highly the quality of the faculty ($r = .70, p < .001$), rated highly their academic experience at FIU ($r = .61, p < .001$), and rated highly the quality of the breadth of courses in their major ($r = .55,$

$p < .001$). Alumni who rated highly the department of their major also rated highly their overall experience at FIU ($r = .53, p < .001$) and reported that they would recommend FIU to their friends and relatives considering college ($r = .49, p < .001$).

F. Quality of Other Undergraduates

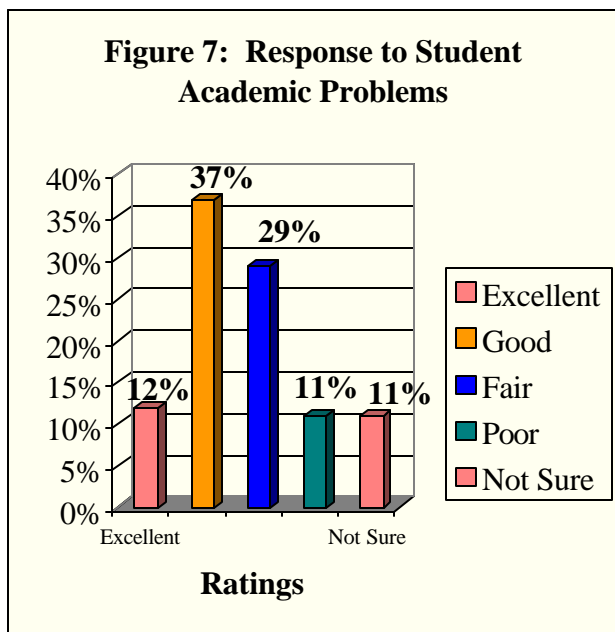


The findings in Figure 6 indicate that 73% of alumni respondents held positive attitudes about the quality of their fellow undergraduate students: 14% believed that the quality was excellent, and another 59% believed that the quality was good. Twenty three percent of respondents held negative attitudes about the quality of their fellow undergraduate students. Twenty-one percent of respondents believed that the quality was fair while 2% of respondents reported that they believed that the quality was poor. An additional 4% reported that they were not sure about the quality of the undergraduate students at FIU.

Correlations: To the extent that the alumni respondents rated undergraduate students highly, they also rated highly their academic experience at

FIU ($r = .45, p < .001$), rated highly the quality of the General Education program at FIU ($r = .44, p < .001$), reported that FIU had helped them to learn to speak effectively ($r = .42, p < .001$), reported that FIU had helped them to learn to understand written information ($r = .41, p < .001$), and rated highly their overall experience at FIU ($r = .41, p < .001$).

G. The Responsiveness of FIU Administration to Student Academic Problems

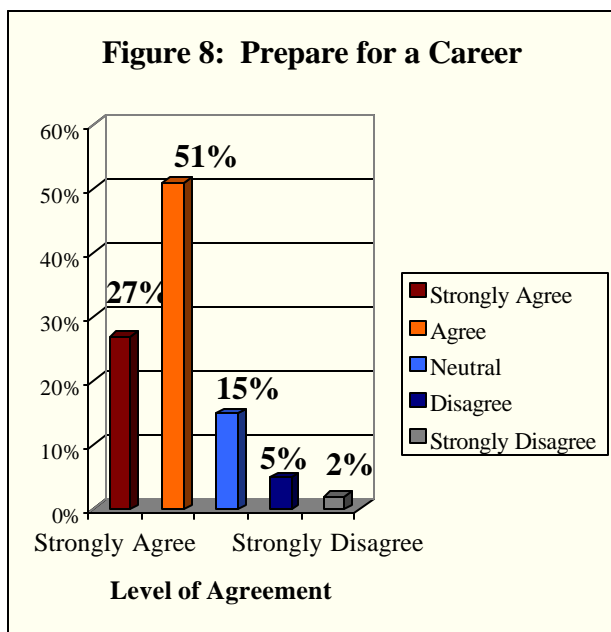


The findings in Figure 7 indicate that 49% of alumni respondents rated positively the responsiveness of the FIU Administration to student academic problems: 12% rated the responsiveness as excellent, with another 37% giving the Administration's responsiveness a good rating. Forty percent of respondents rated negatively the responsiveness of the FIU Administration: 29% rated the Administration's responsiveness as fair, and 11% rated the Administration's responsiveness as poor. An additional 11% of the respondents were not sure.

Correlations: Alumni respondents who rated highly the Administration's responsiveness to student academic problems also rated highly the quality of the Records & Registration staff ($r = .39, p < .001$), rated highly the quality of career advising ($r = .37,$

$p < .001$), rated highly the quality of academic advising ($r = .36, p < .001$), reported that FIU helped them to gain a broad general education about different fields of knowledge ($r = .32, p < .001$), and rated highly the quality of upper division instruction ($r = .32, p < .001$).

H. Preparation for a Career

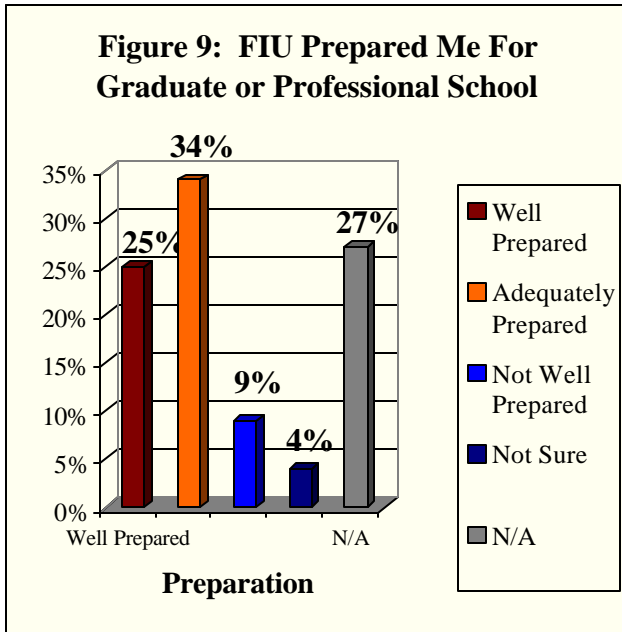


The findings depicted in Figure 8 indicate that 78% of alumni respondents agreed their undergraduate years at FIU prepared them for a career: 27% strongly agreed, while another 51% agreed. Seven percent of respondents did not agree that FIU prepared them for a career: 5% disagreed, and 2% strongly disagreed. Another 15% of respondents responded neutrally.

Correlations: To the extent that alumni respondents agreed that their undergraduate years at FIU prepared them for a career, they also rated highly their academic experience at FIU ($r = .51, p < .001$), rated highly their overall experience ($r = .47, p < .001$), reported that their undergraduate years at FIU helped them to develop appropriate computer skills for today's technology ($r = .47, p < .001$), reported that they

believed that their undergraduate education made them competitive for advancement in their career ($r = .46, p < .001$), and rated highly the quality of career advising in their major ($r = .38, p < .001$).

I. Undergraduate Education Prepared Me for Graduate or Professional School

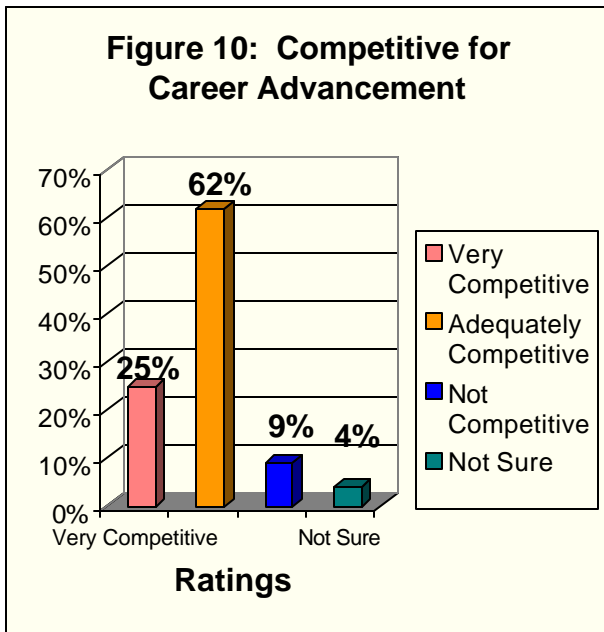


The findings depicted in Figure 9 indicate that 59% of alumni respondents reported that their undergraduate education at FIU prepared them for graduate school: 25% reported being well prepared, another 34% reported being adequately prepared. Nine percent of respondents reported that they were not well prepared for graduate or professional school, 4% were not sure. Twenty-seven percent of respondents reported that the question was not applicable to them.

Correlations: To the extent that alumni respondents agreed that their undergraduate education prepared them for graduate school, they also agreed that their education at FIU contributed to their learning to understand written information ($r = .27, p < .001$), contributed to their desire to

pursue life-long learning ($r = .22, p < .01$), and reported that they believed that their undergraduate education made them competitive for career advancement ($r = .22, p < .01$). Although these inter-item correlations were weaker than others, they were still significant.

J. Undergraduate Education Made Me Competitive for Career Advancement



The findings in Figure 10 indicate that 87% of alumni respondents reported that their undergraduate education made them competitive for career advancement: 25% reported that their education made them very competitive, and another 62% reported that their education made them adequately competitive. Nine percent of respondents reported that their education did not make them competitive for career advancement, and four percent were not sure.

Correlations: Alumni respondents who reported that their undergraduate education made them competitive for career advancement also reported that their undergraduate years at FIU helped them to prepare for a career ($r = .46, p < .001$), reported that their undergraduate years helped them to

develop appropriate computer skills for today’s technology ($r = .36, p < .001$), rated highly their academic experience at FIU ($r = .36, p < .001$), rated highly the quality of undergraduate computer support ($r = .33, p < .001$), and rated highly the quality of the laboratory facilities ($r = .32, p < .001$).

III. DIFFERENCES BETWEEN GENDER GROUPS

Table Two presents information on demographic items. The table is followed by a written summary of the differences between gender groups.

	<u>Female</u>	<u>%</u>	<u>Male</u>	<u>%</u>	<u>Totals</u>
1. Entering Status					
Recent high school graduate	27	21.6	12	19.1	39
Transferred from Florida Community College	68	54.4	38	60.3	106
Transferred from another Florida College or University	17	13.6	5	7.9	22
Transferred from an out of state College	<u>13</u>	<u>10.4</u>	<u>8</u>	<u>12.7</u>	<u>21</u>
Totals	125	100.0	63	100.0	188
2. Overall GPA					
3.5-4.0	46	36.8	20	31.7	66
3.0-3.4	57	45.6	30	47.7	87
2.5-2.9	20	16.0	9	14.3	29
2.0-2.4	1	0.8	4	6.3	5
Do not know	<u>1</u>	<u>0.8</u>	<u>0</u>	<u>0.0</u>	<u>1</u>
Totals	125	100.0	63	100.0	188
3. Age					
Less than 25	25	20.2	14	22.2	39
26-35	78	62.9	35	55.6	113
36-45	10	8.1	10	15.9	20
46-55	8	6.4	3	4.7	11
56 or older	<u>3</u>	<u>2.4</u>	<u>1</u>	<u>1.6</u>	<u>4</u>
Totals	124	100.0	63	100.0	187
4. Ethnicity					
Asian	7	5.6	1	1.6	8
Black/African American	12	9.5	8	12.5	20
Hispanic	68	54.0	40	62.5	108
Native Hawaiian/Other Pacific Islander	1	0.8	0	0.0	1
White (not of Hispanic origin)	36	28.5	14	21.8	50
Other	1	0.8	0	0.0	1
Asian/White	0	0.0	1	1.6	1
Hispanic/White	<u>1</u>	<u>0.8</u>	<u>0</u>	<u>0.0</u>	<u>1</u>
Totals	126	100.0	64	100.0	190
5. College/School					
Architecture	1	0.8	1	1.6	2
Arts & Sciences	31	24.6	16	25.0	47
Business Administration	30	23.8	18	28.1	48
Education	18	14.3	6	9.4	24
Engineering	3	2.4	8	12.5	11
Health	21	16.6	0	0.0	21
Hospitality Management	5	4.0	2	3.1	7
Journalism & Mass Communication	3	2.4	1	1.6	4
Urban & Public Affairs	<u>14</u>	<u>11.1</u>	<u>12</u>	<u>18.7</u>	<u>26</u>
Totals	126	100.0	64	100.0	190
6. Campus					
Biscayne Bay	23	18.4	8	12.9	31
Broward Center	2	1.6	2	3.2	4
University Park Campus	96	76.8	51	82.3	147
B.B./Broward	1	0.8	0	0.0	1
B.B./U.P.	2	1.6	1	1.6	3
Broward/U.P.	<u>1</u>	<u>0.8</u>	<u>0</u>	<u>0.0</u>	<u>1</u>
Totals	125	100.0	62	100.0	187

There were only minor gender differences in the alumni responses to the survey items. Female alumni were more likely to report that they were challenged to do their best at FIU than male alumni ($p < .01$). These findings were similar to the findings from previous graduating senior surveys. Female alumni also were more likely to agree that their education at FIU contributed to their independent learning than male alumni ($p = .01$).

IV. SELECTED DIFFERENCES IN MEAN FINDINGS AMONG RACIAL/ETHNIC GROUPS

Tables 3A and 3B present information on demographic items. The tables are followed by a written summary of the most important differences among racial/ethnic groups.

Table 3A

Differences Among Racial/Ethnic Groups:
Demographic Information

	<u>Asian</u>	<u>Black/A.A.</u>	<u>Hispanic</u>	<u>White</u>	<u>Other</u>	<u>Totals</u>
1. Entering Status						
Recent high school graduate	2	0	32	5	0	39
Transferred from Florida Community College	3	17	59	24	3	106
Transferred from another Florida College or University	0	2	8	11	1	22
Transferred from an out of state College	<u>3</u>	<u>1</u>	<u>8</u>	<u>9</u>	<u>0</u>	<u>21</u>
Totals	8	20	107	49	4	188
2. Overall GPA						
3.5-4.0	1	7	32	23	3	66
3.0-3.4	6	8	51	21	1	87
2.5-2.9	1	3	21	4	0	29
2.0-2.4	0	2	2	1	0	5
Do not know	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Totals	8	20	106	50	4	188
3. Age						
Less than 25	4	4	27	3	1	39
26-35	4	12	65	30	2	113
36-45	0	4	7	9	0	20
46-55	0	0	5	5	1	11
56 or older	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>4</u>
Totals	8	20	106	49	4	187
4. Gender						
Female	7	12	68	36	3	126
Male	<u>1</u>	<u>8</u>	<u>40</u>	<u>14</u>	<u>1</u>	<u>64</u>
Totals	8	20	108	50	4	190
5. College/School						
Architecture	0	1	1	0	0	2
Arts & Sciences	2	1	30	14	0	47
Business Administration	4	2	34	8	0	48
Education	0	2	14	7	1	24
Engineering	0	2	7	2	0	11
Health	1	4	6	8	2	21
Hospitality Management	1	0	1	4	1	7
Journalism & Mass Communication	0	1	2	1	0	4
Urban & Public Affairs	<u>0</u>	<u>7</u>	<u>13</u>	<u>6</u>	<u>0</u>	<u>26</u>
Totals	8	20	108	50	4	196

Table 3B
Differences Among Racial/Ethnic Groups:
Demographic Information continued

	<u>Asian</u>	<u>Black/A.A.</u>	<u>Hispanic</u>	<u>White</u>	<u>Other</u>	<u>Totals</u>
6. Campus						
Biscayne Bay	1	8	8	13	1	31
Broward Center	0	0	0	4	0	4
University Park Campus	7	12	96	29	3	147
B.B./Broward	0	0	0	1	0	1
B.B./U.P.	0	0	1	2	0	3
Broward/U.P.	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	8	20	108	49	4	187

- Black/African American alumni were most likely to report that they received degrees from the School of Health or the College of Urban and Public Affairs (in 1999, the two were combined to form the College of Health and Urban Affairs).
- Hispanic and White alumni were most likely to report that they received degrees from the College of Arts and Sciences, College of Business Administration or the College of Education
- White alumni were less likely to report entering FIU as a recent high school graduate and more likely to report transferring to FIU from another Florida college or university or an out of state college or university than Hispanic alumni
- Black/African American ($\underline{M} = 2.40$) and Hispanic alumni ($\underline{M} = 1.85$) rated the quality of the financial aid staff more highly than White alumni ($\underline{M} = 1.24$, $p < .01$)
- Black/African American ($\underline{M} = 3.05$) and Hispanic alumni ($\underline{M} = 2.88$) rated the quality of the computer laboratories more highly than White alumni ($\underline{M} = 2.08$, $p < .01$)

V. SELECTED DIFFERENCES IN MEAN FINDINGS AMONG COLLEGE/SCHOOL GROUPS

The alumni respondents were also classified into the college/schools to which their major department belonged so that the similarities and differences among each college/school could be analyzed. Alumni from the Schools of Architecture and Journalism were not included in further analysis because of the small number of alumni who returned the survey.

There were a number of significant differences among the responses of alumni from different colleges/schools to the survey items. Table Four (p. 16) provides demographic items, followed by a written summary of the most important differences among college/schools.

Table 4
Differences Among College/School Groups:
Demographic Information

	<u>Arch</u>	<u>A&S</u>	<u>BA</u>	<u>ED</u>	<u>ENG</u>	<u>H</u>	<u>HM</u>	<u>J</u>	<u>U&PA</u>	<u>Totals</u>
1. Entering Status										
Recent high school graduate	0	12	12	7	2	1	0	2	3	39
Transferred from Florida Community College	0	25	28	12	6	13	3	2	17	106
Transferred from another Florida college or university	1	4	4	3	1	4	1	0	4	22
Transferred from an out of state college	<u>1</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>21</u>
Totals	2	46	48	24	11	20	7	4	26	188
2. Overall GPA										
3.5-4.0	0	17	9	12	1	13	1	0	13	66
3.0-3.4	2	19	25	12	8	6	5	2	8	87
2.5-2.9	0	9	13	0	0	2	1	2	2	29
2.0-2.4	0	1	1	0	1	0	0	0	2	5
Do not know	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	2	47	48	24	10	21	7	4	25	188
3. Age										
Less than 25	1	12	9	3	4	1	3	2	4	39
26-35	0	28	32	17	7	13	3	2	11	113
36-45	1	3	6	0	0	2	1	0	7	20
46-55	0	2	0	2	0	4	0	0	3	11
56 or older	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>
Totals	2	47	47	22	11	21	7	4	26	187
4. Gender										
Female	1	31	30	18	3	21	5	3	14	126
Male	<u>1</u>	<u>16</u>	<u>18</u>	<u>6</u>	<u>8</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>12</u>	<u>64</u>
Totals	2	47	48	24	11	21	7	4	26	190
5. Ethnicity										
Asian	0	2	4	0	0	1	1	0	0	8
Black/African American	1	1	2	2	2	4	0	1	7	20
Hispanic	1	30	34	14	7	6	1	2	13	108
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	1	0	0	0	1
White (not of Hispanic origin)	0	14	8	7	2	8	4	1	6	50
Other	0	0	0	0	0	1	0	0	0	1
Asian/White	0	0	0	0	0	0	1	0	0	1
Hispanic/White	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	2	47	48	24	11	21	7	4	26	190
6. Campus										
Biscayne Bay	0	4	2	1	0	8	4	3	9	31
Broward Center	0	0	0	0	0	1	2	0	1	4
University Park	2	41	46	23	10	10	0	1	14	147
B.B./Broward	0	0	0	0	0	1	0	0	0	1
B.B./U.P.	0	1	0	0	0	1	0	0	1	3
Broward/U.P.	<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>0</u>	<u>1</u>
Totals	2	46	48	24	11	21	6	4	25	187

- Alumni respondents who reported graduating from the College of Education ($p < .01$) and the School of Health ($p < .01$) reported higher Overall Grade Point Averages (GPA's) than alumni respondents from the College of Business Administration.
- Alumni respondents from the College of Engineering reported their current age as younger than alumni respondents from the School of Health ($p < .05$) and the College of Urban and

Public Affairs ($p < .05$).

- Alumni respondents from the School of Health were more likely to be female than alumni respondents from the College of Arts and Sciences ($p < .001$), College of Business Administration ($p < .001$), College of Engineering ($p < .01$), and the College of Urban and Public Affairs ($p < .01$).
- Alumni respondents who received degrees from the College of Arts and Sciences ($M = 2.47$) were less likely to agree that their undergraduate years helped them to prepare for a career than alumni respondents from the College of Business Administration ($M = 3.17$), College of Engineering ($M = 3.36$) and the College of Urban and Public Affairs ($M = 3.15$). ($F = 4.60, p < .001$)
- Alumni respondents who received degrees from the College of Arts and Sciences ($M = 2.17$) were less likely to agree that their undergraduate years helped them develop appropriate computer skills for today's technology than alumni respondents from the College of Business Administration ($M = 2.87$). ($F = 3.48, p < .01$)
- Alumni respondents who received degrees from the College of Arts and Sciences ($M = 1.81$) rated the quality of career advising in their major as lower than alumni respondents from the College of Education ($M = 2.67$) and the College of Engineering ($M = 3.09$). ($F = 3.74, p < .01$)
- Alumni respondents who received degrees from the College of Arts and Sciences ($M = 1.68$) and the College of Business Administration ($M = 1.45$) rated the quality of their practicum or internship experience as lower than alumni respondents from the College of Education ($M = 3.17$), the School of Health ($M = 3.05$) and the School of Hospitality Management ($M = 3.43$). ($F = 9.39, p < .001$)
- Alumni respondents who received degrees from the College of Arts and Sciences ($M = 1.13$) were less likely to agree that learning to work cooperatively in a group contributed to their personal growth than alumni respondents from the College of Business Administration ($M = 1.64$) and the College of Education ($M = 1.67$). ($F = 4.86, p < .001$)

VI. SELECTED DIFFERENCES IN MEAN FINDINGS AMONG AGE GROUPS

The alumni respondents were classified into the current age group to which they belonged, so that the similarities and differences among the age groups could be analyzed. Alumni over the age of 56 were excluded from further analysis, due to the small number of respondents.

There were some significant differences among the responses of the different age groups to the survey items. Table Five (p.18) provides demographic items, followed by a written summary of the most important differences among the age groups.

Table 5
Differences Among Age Groups:
Demographic Information

	<u>< 25</u>	<u>26-35</u>	<u>36-45</u>	<u>46-55</u>	<u>56+</u>	<u>Totals</u>
1. Entering Status						
Recent high school graduate	18	21	0	0	0	39
Transferred from Florida Community College	14	68	13	8	1	104
Transferred from another Florida college or university	5	12	4	1	0	22
Transferred from an out of state college	<u>2</u>	<u>11</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>20</u>
Totals	39	112	20	10	4	185
2. Overall GPA						
3.5-4.0	7	39	6	10	2	64
3.0-3.4	24	53	7	1	1	86
2.5-2.9	7	18	4	0	0	29
2.0-2.4	1	1	2	0	1	5
Do not know	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	39	111	20	11	4	185
3. Gender						
Female	25	78	10	8	3	124
Male	<u>14</u>	<u>35</u>	<u>10</u>	<u>3</u>	<u>1</u>	<u>63</u>
Totals	39	113	20	11	4	187
4. Ethnicity						
Asian	4	4	0	0	0	8
Black/African American	4	12	4	0	0	20
Hispanic	27	65	7	5	2	106
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	1
White (not of Hispanic origin)	3	30	9	5	2	49
Other	0	1	0	0	0	1
Asian/White	1	0	0	0	0	1
Hispanic/White	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Totals	39	113	20	11	4	187
5. College/School						
Architecture	1	0	1	0	0	2
Arts & Sciences	12	28	3	2	2	47
Business Administration	9	32	6	0	0	47
Education	3	17	0	2	0	22
Engineering	4	7	0	0	0	11
Health	1	13	2	4	1	21
Hospitality Management	3	3	1	0	0	7
Journalism & Mass Communication	2	2	0	0	0	4
Urban & Public Affairs	<u>4</u>	<u>11</u>	<u>7</u>	<u>3</u>	<u>1</u>	<u>26</u>
Totals	39	113	20	11	4	187
6. Campus						
Biscayne Bay	4	17	7	3	0	31
Broward Center	1	1	1	1	0	4
University Park Campus	32	92	10	7	3	144
B.B./Broward	0	1	0	0	0	1
B.B./U.P.	0	2	0	0	1	3
Broward/U.P.	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	38	113	18	11	4	184

- Alumni respondents who are currently *less than 25* were more likely to report that they entered FIU as a recent high school graduate than alumni respondents ages 36-45 ($p < .01$).
- Alumni respondents who are currently ages 46-55 were more likely to report a higher undergraduate grade point average than alumni respondents who are currently *less than 25* ($p < .001$), between the ages of 26-35 ($p < .001$) and between the ages of 36-45 ($p < .01$).
- Alumni respondents who are currently *less than 25* ($M = 2.33$) were less likely to report that they would recommend FIU to a friend or relative considering college than alumni respondents who are currently 26-35 ($M = 2.68$) or 36-45 ($M = 2.74$). ($F = 4.55$, $p < .01$)
- Alumni respondents who are currently *less than 25* ($M = 3.18$) rated the quality of the computer laboratories higher than alumni respondents between the ages of 26-35 ($M = 2.64$). ($F = 4.51$, $p < .01$)
- Alumni respondents who are currently *less than 25* ($M = 2.61$) rated the quality of the laboratory facilities higher than alumni respondents between the ages of 46-55 ($M = 1.30$). ($F = 3.64$, $p < .05$)

VII. BISCAYNE BAY AND UNIVERSITY PARK CAMPUSES: Demographic Information

Table Six shows demographic information by campus (excluding Broward). There were no significant differences in the responses to the survey items by campus groups.

Table 6A
Demographic Information: Biscayne Bay and University Park

	<u>Biscayne Bay</u> <u>Campus</u>	<u>University Park</u> <u>Campus</u>	<u>Totals</u>
1. Entering Status			
Recent high school graduate	5	34	39
Transferred from Florida Community College	17	84	101
Transferred from another Florida college or university	5	14	19
Transferred from an out of state college	<u>4</u>	<u>13</u>	<u>17</u>
Totals	31	145	176
2. Overall GPA			
3.5-4.0	13	49	62
3.0-3.4	16	65	81
2.5-2.9	2	25	27
2.0-2.4	0	5	5
Do not know	<u>0</u>	<u>1</u>	<u>1</u>
Totals	31	145	176
3. Age			
Less than 25	4	32	36
26-35	17	92	109
36-45	7	10	17
46-55	3	7	10
56 or older	<u>0</u>	<u>3</u>	<u>3</u>
Totals	31	144	175
4. Gender			
Female	23	96	119
Male	<u>8</u>	<u>51</u>	<u>59</u>
Totals	31	147	178

Table 6B

Demographic Information: Biscayne Bay and University Park
(continued)

	<u>Biscayne Bay</u> <u>Campus</u>	<u>University Park</u> <u>Campus</u>	<u>Totals</u>
5. Ethnicity			
Asian	1	7	8
Black/African American	8	12	20
Hispanic	8	96	104
Native Hawaiian/Other Pacific Islander	0	1	1
White (not of Hispanic origin)	13	29	42
Other	0	1	1
Asian/White	1	0	1
Hispanic/White	<u>0</u>	<u>1</u>	<u>1</u>
Totals	31	147	178
6. College/School			
Architecture	0	2	2
Arts & Sciences	4	41	45
Business Administration	2	46	48
Education	1	23	24
Engineering	0	10	10
Health	8	10	18
Hospitality Management	4	0	4
Journalism & Mass Communication	3	1	4
Urban & Public Affairs	<u>9</u>	<u>14</u>	<u>23</u>
Totals	31	147	178

VIII. CONCLUSIONS FROM THE 2001 BACCALAUREATE ALUMNI SURVEY

Although the respondents to the Fall 2000 through Summer 2001 Graduating Senior Survey are obviously a different group from the 1995-2000 alumni, we can draw some tentative conclusions by comparing the groups. The alumni respondents to this survey generally hold very favorable opinions regarding their educational experiences at Florida International University. Although graduating seniors from Fall 2000 through Summer 2001 also rated FIU favorably on the principal indicators of satisfaction, the alumni respondents (from 1995 -Spring 2000) gave four of the indicators significantly more positive ratings than the most recent FIU graduates. Alumni respondents (from 1995 - Spring 2000) were more likely to report that they were challenged to do their best at FIU, more likely to report that they would recommend FIU to a friend or relative considering college, more likely to agree that their undergraduate years at FIU helped them to prepare for a career, and more likely to rate positively the department of their major.

Alumni respondents (from 1995 - Spring 2000) also believed that FIU helped to prepare them for the next step in their career, whether in the employment or academic sector. Fifty-nine percent of respondents reported that FIU prepared them for graduate or professional school. Seventy-eight percent of respondents reported that FIU helped to prepare them for a career. Eighty-seven percent of respondents reported that their educational background at FIU prepared them to be competitive for career advancement.

It is interesting to note that among these alumni respondents (from 1995 - Spring 2000) there are few significant intergroup (gender, race/ethnicity, age, campus, college/school) differences. While there were some differences, most notably among the college/school groups and racial/ethnic groups, there were fewer than would be expected compared to the cohort of graduating seniors from Fall 2000 through Summer 2001.

It would appear that as time passes, positive sentiment toward FIU may increase slightly, resulting in more positive ratings than the ratings assigned by current graduating seniors. It will be interesting to see if this finding remains consistent when alumni data is collected in future surveys. It was also interesting to note that there were no significant differences between the survey respondents who graduated from 1995-1997 and those alumni who graduated from 1998-2000. Responses were remarkably consistent for both groups of respondents.

Overall, alumni respondents were positive about their educational experiences and the personal growth they experienced as students at FIU. Alumni satisfaction is one indicator of the quality of an educational institution and it appears to be very consistent with the satisfaction of graduating seniors. Since this is the first Continuous Quality Improvement Baccalaureate Alumni survey, the results will be used as a baseline against which future data collections can be measured.

**APPENDIX A: 2001 BACCALAUREATE ALUMNI
SURVEY**

APPENDIX A:
 2001 BACCALAUREATE ALUMNI SURVEY
 PERCENTAGES FOR ALL CLOSE-ENDED
 QUESTIONS (percentages may not add to 100%,
 due to respondents who did not answer every question)

A. When you reflect on your time at FIU, were
 you challenged to do your very best?

Most of the time	58.3%
Sometimes	36.2%
Seldom	3.5%
Never	.5%

B. If a friend or relative were considering college,
 would you recommend FIU?

Yes, without reservations	61.8%
Yes, with reservations	33.7%
No, probably not	4.0%
No, under no circumstances	0.0%

C. To what extent do you believe your undergraduate education
 made you competitive for advancement in your career?

Very competitive	24.6%
Adequately competitive	61.8%
Not competitive	9.0%
Not Sure	3.5%

D. How well did your undergraduate education prepare you
 for graduate or professional school?

Well prepared	24.6%
Adequately prepared	33.7%
Not well prepared	9.0%
Not sure	4.0%
Not applicable	26.6%

E. How would you rate each of the following while attending
 Florida International University?

Overall experience	
Excellent	27.1%
Good	57.3%
Fair	13.6%
Poor	1.0%
Not Sure	0.0%

Academic experience

Excellent	28.6%
Good	57.8%
Fair	10.6%
Poor	2.0%
Not Sure	0.0%

Quality of other undergraduates

Excellent	13.6%
Good	59.3%
Fair	20.6%
Poor	1.5%
Not Sure	3.5%

General Education Program

Excellent	20.1%
Good	55.3%
Fair	13.1%
Poor	2.0%
Not Sure	6.5%

FIU's responsiveness to
 academic problems

Excellent	12.1%
Good	36.7%
Fair	28.6%
Poor	10.6%
Not Sure	10.6%

Quality of Financial Aid staff

Excellent	8.5%
Good	28.6%
Fair	19.1%
Poor	8.5%
Not Sure	30.7%

Quality of Records &
 Registration staff

Excellent	13.6%
Good	45.2%
Fair	27.6%
Poor	10.1%
Not Sure	3.0%

Quality of Cashier's office staff

Excellent	12.1%
Good	45.2%
Fair	25.6%
Poor	12.1%
Not Sure	4.5%

Library Services

Excellent	38.2%
Good	43.2%
Fair	12.1%
Poor	1.5%
Not Sure	4.0%

Computer Laboratories

Excellent	25.1%
Good	44.2%
Fair	13.1%
Poor	6.0%
Not Sure	10.1%

F. My undergraduate years at
 FIU helped me:

Prepare for a career	
Strongly Agree	26.6%
Agree	51.3%
Neutral	14.6%
Disagree	4.5%
Strongly Disagree	2.0%

Become a more well-rounded individual		Develop appropriate computer skills for today's technology	
Strongly Agree	37.7%	Strongly Agree	19.6%
Agree	42.7%	Agree	39.2%
Neutral	13.6%	Neutral	23.6%
Disagree	4.5%	Disagree	13.1%
Strongly Disagree	.5%	Strongly Disagree	3.0%
Become more tolerant and open-minded toward people and ideas that differ from mine		G. Thinking about your undergraduate major, please rate the quality of each of the following:	
Strongly Agree	39.7%	Academic advising in my major	
Agree	39.2%	Excellent	26.1%
Neutral	17.1%	Good	42.7%
Disagree	2.5%	Fair	20.6%
Strongly Disagree	.5%	Poor	8.0%
Value education and learning		Not Sure	2.0%
Strongly Agree	43.2%	Career advising in my major	
Agree	39.2%	Excellent	16.1%
Neutral	11.1%	Good	35.7%
Disagree	2.5%	Fair	25.1%
Strongly Disagree	2.5%	Poor	14.1%
Develop an appreciation of art, music, literature and drama		Not Sure	8.0%
Strongly Agree	12.1%	Practicum or internship experience	
Agree	28.6%	Excellent	19.6%
Neutral	43.7%	Good	26.1%
Disagree	12.6%	Fair	20.1%
Strongly Disagree	1.5%	Poor	9.0%
Learn to appreciate the differences among people and culture		Not Sure	20.6%
Strongly Agree	27.6%	Laboratory facilities	
Agree	45.2%	Excellent	13.1%
Neutral	21.6%	Good	37.7%
Disagree	3.0%	Fair	27.6%
Strongly Disagree	1.0%	Poor	7.0%
Develop a desire to pursue life-long learning		Not Sure	11.6%
Strongly Agree	27.6%	Undergraduate computer support	
Agree	45.7%	Excellent	15.1%
Neutral	18.6%	Good	37.2%
Disagree	5.0%	Fair	25.6%
Strongly Disagree	1.5%	Poor	8.0%
Gain a broad general education about different fields of knowledge		Not Sure	11.6%
Strongly Agree	20.6%	Upper division instruction	
Agree	45.2%	Excellent	23.1%
Neutral	23.1%	Good	46.2%
Disagree	7.0%	Fair	14.6%
Strongly Disagree	2.5%	Poor	3.5%
		Not Sure	10.1%

Quality of faculty		Organizing your time effectively	
Excellent	35.2%	Very Much	45.2%
Good	50.3%	Somewhat	40.2%
Fair	10.1%	Very Little	13.6%
Poor	4.0%		
Not Sure	0.0%	Defining and solving problems	
		Very Much	44.2%
Breadth of courses in my major		Somewhat	44.7%
Excellent	27.1%	Very Little	10.1%
Good	47.7%		
Fair	19.1%	Leading and guiding others	
Poor	5.0%	Very Much	42.7%
Not Sure	0.5%	Somewhat	44.7%
		Very Little	11.6%
Department of my major			
Excellent	28.1%	Thinking logically	
Good	48.7%	Very Much	56.8%
Fair	18.6%	Somewhat	32.2%
Poor	3.5%	Very Little	9.0%
Not Sure	0.5%		
		Quantitative reasoning	
H. In each of the following areas, how much did your education at FIU contribute to your personal growth?		Very Much	46.7%
		Somewhat	42.7%
		Very Little	9.5%
Writing effectively	45.2%		
Very Much	41.2%	DEMOGRAPHIC	
Somewhat	13.1%	INFORMATION:	
Very Little		I. When you <u>first</u> entered FIU, what was your status?	
Speaking Effectively		Recent high school graduate	19.6%
Very Much	45.2%	Transferred from a Florida	
Somewhat	44.2%	Community College	55.8%
Very Little	10.1%	Transferred from another Florida	
		College or University	12.1%
Understanding written information		Transferred from an out-of-state	
Very Much	55.8%	College	11.1%
Somewhat	35.7%		
Very Little	7.0%		
Working independently			
Very Much	60.8%		
Somewhat	32.2%		
Very Little	6.0%		
Learning independently			
Very Much	64.3%		
Somewhat	27.6%		
Very Little	6.5%		
Working cooperatively in a group			
Very Much	53.8%		
Somewhat	38.7%		
Very Little	6.0%		

If you were a transfer student, please list the institution you attended prior to enrolling at FIU		K. Please indicate your	
Barry University	<u>N</u>	Current age	
Brevard Community College	2	Less than 25	19.6%
Brooklyn College	1	26-35	56.8%
Broward Community College	1	36-45	10.1%
Camden County College	10	46-55	5.5%
Central Michigan University	1	56 or older	2.0%
Dade Junior College	1	L. What is your gender?	
Emporia State University	1	Female	63.3%
Florida Atlantic University	1	Male	32.2%
Florida Institute of Technology	1	M. What is your ethnic	
Florida Memorial College	1	group(s)?	
Florida State University	2	Asian	4.0%
Gardner Webb University	1	Black/African American	10.1%
Glendale Community College	1	Hispanic	54.3%
Hillsborough Community College	1	Native Hawaiian/Other Pacific	
Hunter College (City University of New York)	1	Islander	.5%
Institute of Management and Production	1	White	25.1%
Jacksonville University	1	Asian/White	.5%
Long Island University	1	Hispanic/White	.5%
Miami-Dade Community College	79	N. I took most of my classes at:	
Mississippi College	1	Biscayne Bay Campus	15.6%
Palm Beach Community College	2	Broward Center	2.0%
Quincy College	1	University Park Campus	73.9%
Seminole Community College	1	Other	1.0%
St. Thomas University	1	Biscayne Bay/Broward Center	.5%
Tec de Monterrey	1	Biscayne Bay/University Park	1.5%
UNED-Spain	1	Broward Center/University Park	.5%
UNIBE in the Dominican Republic	1	O. What was your	
University of Arizona	1	college/school at FIU?	
University of Central Florida	1	Architecture	1.0%
University of Florida	1	Arts and Sciences	23.6%
University of Miami	7	Business Administration	24.1%
University of Michigan	1	Education	12.1%
University of Ozarks	1	Engineering	5.5%
University of Puerto Rico	1	Health	10.6%
University of South Carolina - Columbia	1	Hospitality Management	3.5%
University of South Florida	2	Journalism and Mass	
University of Wisconsin at Lacrosse, School of Nursing	1	Communication	2.0%
Valencia Community College	<u>1</u>	Urban and Public Affairs	13.1%
	134		
J. What was your approximate overall <u>undergraduate</u> grade point average at FIU?		P. If currently employed, please indicate the <u>primary</u> business or industry in which you are now employed.	
3.5-4.0	33.2%	Accounting	5.0%
3.0-3.4	43.7%	Agriculture	0.0%
2.5-2.9	14.6%	Aerospace	0.0%
2.0-2.4	2.5%	Automotive	.5%
Do not know	.5%	Banking; Finance; Insurance	8.5%
		Chemicals; Drugs	0.0%
		Computers; Business Equipment	3.5%
		Construction; Building Materials	1.0%
		Consulting Services	2.0%

		What is the zip code of your employer?	
Defense Contractor	.5%	20001	33173
Educational Institution	18.6%	21286	33174
Electrical; Electronic Equipment	2.0%	23505	33175
Environment; Natural Resources	0.0%	32548	33176
Entertainment; Sports	2.0%	32714	33178
Fishing	.5%	32909	33179
Food; Bar	1.5%	33010	33180
Glass or Paper Packing	0.0%	33014	33182
Government: Federal	1.5%	33015	33186
Government: State	3.5%	33016	33189
Government: Local	3.5%	33018	33190
Health Care; Hospitals; Homes	13.1%	33020	33199
Hospitality; Hotels & Restaurant	3.5%	33021	33301
Legal Services	2.5%	33024	33308
Mechanical Equipment	0.0%	33025	33309
Non-Profit; Museums, Agencies	3.0%	33026	33312
Printing; Publishing	.5%	33027	33314
Research Organizations	0.0%	33029	33325
Retail; Wholesale	3.5%	33030	33331
Service Industry	1.5%	33033	33334
Textiles & Apparel	0.0%	33034	33337
Tourist Attractions	0.0%	33040	33414
United States Armed Services	0.0%	33056	33431
Utilities; Public Transportation	.5%	33064	33436
Other:	14.1%	33065	33445
Advertising/Marketing		33122	33455
Airline Industry/Aviation		33124	33477
Ceramist/Graphic Artist		33125	33619
Child Care		33126	33710
Fitness trainer		33127	33971
Franchise Company		33128	34102
Graphic Design/Advertising		33129	34224
Housing		33130	34711
Journalism/Media television production/Television		33131	34950
Nursing		33132	53226
Art teacher		33133	
Photography		33134	
Practicum in Mental Health/Family Therapy		33136	
Real Estate		33138	
Sales Representative		33139	
Self-employed		33141	
Social Work		33142	
Software development		33143	
Telecommunications		33145	
Unemployed		33147	
		33154	
		33155	
		33156	
		33157	
		33161	
		33165	
		33167	
		33169	
		33172	

R. Indicate each degree you have earned, the institution granting the degree, and the year the degree was earned. (Only FIU degrees listed)

Accounting	7
Accounting/International Business	1
Accounting/Management	1
Accounting/MIS	1
Anthropology	1
Architecture Design Studies	1
Art	1
Biology	3
Biology Education	1
Broadcast Journalism	1
Business Administration	10
Business Administration/Finance	1
Business Administration/Marketing	1
Ceramics	1
Civil Engineering	2
Computer Science	3
Construction Management	1
Criminal Justice	7
Dietetics and Nutrition	2
Education	1
Electrical Engineering	3
Elementary Education	7
English	2
Environmental Studies	3
Exceptional Student Education	1
Exercise Physiology	1
Finance	4
Finance/Business Administration	1
Finance/Management	1
Health Administration	1
Health Information Management	1
History	2
Hospitality Management	7
Industrial Engineering	1
International Business	1
International Relations	2
Management Information Systems	1
Marketing	2
Marketing/International Business	2
Mass Communications	2
Mathematics Education	1
Nursing	4
Occupational Therapy	2
Physical Education grades 6-12	1
Physical Therapy	3
Political Science	1
Public Administration	5
Psychology	6
Social Work	4
Sociology	3

Spanish	1
Special Education	1
Statistics	1
Vocational Home Economics Education	1

<u>FIU degree year</u>	<u>%</u>
1993	.5%
1994	2.0%
1995	9.5%
1996	10.1%
1997	7.0%
1998	14.1%
1999	15.1%
2000	9.5%
2001	1.0%
Missing	31.2%

S. What degree are you currently seeking?

	<u>N</u>
Second Bachelors	2
MBA	9
Master of Arts	6
Masters of Accounting	4
Master of Fine Arts	1
Masters of Public Administration	1
Master of Science	17
J.D.	2
Ph. D.	3
Advanced Registered Nurse Practitioner	1
Dentist	1
Optometry	1
Educational Specialist	1
MCSE	1
RN	1

APPENDIX B: ANSWERS TO OPEN-ENDED QUESTIONS

Appendix B
Answers to Open-Ended Questions

T. In what way(s) did FIU best meet your expectations? (Unless noted otherwise, comments were typed exactly as written).

Academics/Faculty:

- Academic experiences and content
- Academically FIU was very practical and hands-on as opposed to other institutions which strictly through the use of books
- Challenging classes; good instructors
- Continued to provide a challenge in my courses
- Excellent faculty dedicated and motivated to implement a well-rounded and interesting curriculum
- Excellent hotel management, school and faculty is superb
- FIU did meet my expectation of completing my degree in a timely manner by being in the BBA weekend program. The program exposed me to some good instructors. The ability to work in groups helped me learn and gain leadership skills and confidence.
- FIU provided me with excellent professors (with a few exceptions) and a knowledgeable and caring advisor who prepared me for the field of psychology.
- Good courses and teachers
- Good faculty in my major with valuable experience to share
- Good faculty, group and team education, education material, ethics and class facilities.
- Helped me with problem-solving, and doing it effectively and efficiently
- I had the opportunity to enjoy and increase my knowledge in some areas of study with the fieldtrips and activities offered while taking classes at FIU
- I was told that prior to entering FIU that Professor (name) was an excellent drawing professor, and he is the best!
- It provided good faculty and academic expectations. It provided good resources.
- It was a “little more” challenging than the community college. I noticed that my GPA increased along with the challenges.
- Learning, faculty
- Most of the professors in my major were successful in opening my eyes and my mind to new experiences and cultures. I’m not sure that I expected this, but I sure hoped for it.
- My Advisor (Research) was excellent. He was a man of great values and knowledge. FIU also offered me the opportunity to develop the necessary skills to enter a Ph.D. program.
- My experience in FIU was extraordinary. Obtaining my BSN was one of the most challenging and satisfying degrees I ever had. The faculty was super and the course too. I was ready to study to get my BSN.
- Open-minded faculty, open exchange of ideas; excellent coordinator of weekend BBA program, Mr. Donald Rooms!
- Provided a good biological background for future career advancement.
- Provided appropriate resources to seek continued education for BSN.
- Provided quality education by quality instructors
- Quality academics; good teachers/professors
- Small classes, high quality of professors at Biscayne Campus, excellent creative writing facility, intimate environment, good honors program
- The faculty and staff were very supportive – always able to seek part time employment on

campus.

- The quality of education and teachers in my major.
- The professors helped me to mature and guided me. I consider several of them my mentors and would not be a director today if it were not for their involvement in my life.
- Professors in the Political Science department are great.
- Grading was fair
- Professors were well prepared and friendly to students
- Ample lab space and after-hours assistance from TA's and professors.

Career/Life Preparation:

- Better counseling for real life job situations and career options.
- FIU allowed me to be well prepared for today's work environment. Born in another country (Europe) that was a good experience to get to know American educational system. I have learned a lot. Thanks.
- FIU did well for the field of electrical engineering, but did not prepare me enough for real life situations.
- FIU is a growing school and well recognized in the professional world. Leaving FIU I felt like I had a competitive edge.
- FIU prepared me for my profession by requiring me to participate in in-field experience.
- FIU prepared me to develop my writing and communication skills. I truly believe that working in teams and doing presentations help students to enter the business world.
- I got the basic requirements I needed to enter my field of work.
- It offered preparation in many different areas.
- It provided me with knowledge and experience in my field of work, which has given me the opportunity to be successful and complete all tasks related to my profession.
- My studies at the graduate level prepared me for my current job as a teacher with Miami-Dade County Public Schools
- Prepared me to find an adequate job that will improve my quality of life.
- Professional experience
- Regarding civil engineering, I would like to see more companies offering internships to the students during the summer (like other engineering majors). This will prepare the undergraduate students to be more competitive when looking for a job.
- The program I choose had the hands on training you need for a career in TV.
- Well-prepared for a career in the field of education.
- The program I choose had hands on training you need for a career in TV.

Curriculum:

- Accounting program was well oriented towards the CPA examination
- Architecture curriculum was well balanced and has helped me beyond my talents.
- Curriculum of business program
- Well-rounded and interesting curriculum
- FIU was able to adjust to latest advances in technology and offer courses that reflected current and future trends.
- The upper division Electrical Engineering curriculum exposed me to many concepts that I would need to use later.
- Variety of classes

Criticisms:

- Expectations were not met in the Journalism and Mass Communication
- FIU did not meet any of my expectations. I always deter students that are contemplating FIU because of my poor experience here.
- Provide more budget courses in the program

Diversity:

- Cultural diversity; Minority support services
- Diversity was good.
- Diversity in teachers, students, and programs
- FIU has a very diverse student body. The knowledge gained from fellow students is overwhelming. I must say that FIU is reaching new goals and was a satisfactory state university.
- I had a chance to explore different viewpoints and as a result, am now better to define my own beliefs, a great asset to anyone in the world today.
- I liked that the Physical Therapy department looked at diversity and not just grades.
- It helped me become a well-rounded person, work effectively and independently and cooperatively in groups, think logically and quickly, organize my time effectively, become more tolerant and open-minded, and much more knowledgeable in every subject of the business field
- My major was Social Work and I enjoyed studying and having classmates of diverse populations. I felt the school had a lot of international diversity and students were very open in accepting each other's differences.
- School environment allowed students to grow as individuals through interactions with fellow students without feelings of intimidation or inferiority, this includes faculty/staff as well.
- The experiences of diversity in culture and people
- The many cultures in my Occupational Therapy classes.
- I thought the faculty was smart and diverse.

Location/Affordability/Convenience:

- Affordability, schedule, location
- Close to my home, schedule that let me continue working while I studied, good academic level
- Convenience of schedule to allow me to work full time
- Enjoyed having a great college experience without moving away from home.
- Financially, economically, geographically
- I needed to obtain my BS and continue working. FIU offered appropriate classes at convenient times so I could reach my goal.
- Location
- One major way the university helped was in the flexibility of classes and class locations. The technology and communication was helpful in planning and charting my matriculation.
- Provided a low cost education convenient to a Miami-Dade resident
- The flexibility of scheduling classes around my employment and other responsibilities.
- The scheduling of classes and the availability of courses.
- The school's proximity to my home and work facilitated my commute. I earned a great marketing degree and was able to gain work experience at the same time.
- Time schedules were very convenient and flexible

- With the scheduling of classes
- Location proximity

Services:

- Assistance with financial aid issues
- I was able to work independently and research/learn on my own through the excellent library.
- Financial aid; flexibility in Registration; library; computers; tuition; university staff
- Met my expectations through the international programs. That particular office assisted me greatly during my transitional period.
- With financial aid and scholarships awards; with student events: comedy shows, lectures, and other SPC events

Other:

- All I wanted to do is work as a physical therapist
- Allowed me to earn a degree in Elementary Education
- Education program
- Exceeded my expectation
- Excellent school
- Beautiful campus
- FIU afforded me the opportunity to succeed at earning an undergrad degree and continues to do so now that I am a graduate student.
- FIU provided good organization and structured activities, which were conducted in a timely fashion.
- FIU trained, directed and formed a new mind in my head. Now the sky is the limit. This old man (54 years old) is going to conquer the world through teaching. Thanks FIU.
- For the most part all of the Visual Arts facilities were great, and the schedule in which one can work is open.
- My relationships with my fellow students were quite memorable and constructive.
- I always wanted to study and graduate from a higher institution of education. I felt very fulfilled when I succeeded.
- I enjoyed my time at FIU. I feel that the campus is very nice because it is very new and growing rapidly. It provided for a good college atmosphere.
- I eventually graduated.
- In the end, I just went to class and took tests. But then again, I had very, very low expectations when I started.
- It made me work very hard at completing my education, and that I do acknowledge and appreciate.
- My experience at FIU was overall excellent.
- My writing skills improved.
- New habits, new ideas
- Opening my knowledge to government and its different levels of functions.
- Provided a good solid education.
- Provided the experience in academics and social settings that I wanted from my college.
- Schedule of classes; Department of my major
- Served it's purpose – I finished my degree in a timely manner. I was not interested in “college” atmosphere just academics so in that light, FIU had exactly what I needed.
- Plenty of support throughout studies from peers and faculty

- Expansion and refurbishing buildings on campus; use of the World Wide Web
- Opportunities to join clubs/organizations and attend conferences.

U. What change(s) would you suggest to most improve FIU for others?

Academic Standards:

- As a student, I was not called upon to perform on the appropriate academic level
- At FIU professors are good, but some are not, and improving their way of teaching will help a lot.
- Better oversight of student teaching program
- More full time faculty members with office hours to help students and advise them
- Challenge students more. Weed out the weak links that would be a detriment to society, if ever they became educators.
- Don't accept all students with a pulse. Make standards and admissions more difficult and you will have a more respected university.
- Excellent academically – excellent professors!
- Focus on quality teachers and not just pretty buildings
- Get a better Latin American History teacher. (Name) was by far the worst history professor I ever had.
- Get more qualified teachers in the Occupational Therapy program – ones that are clinically familiar with the current market
- In 1998, the graduate faculty was very poor. With few exceptions, most of the faculty were part time periodic workers.
- Make programs more competitive
- More intellectual activities is what makes a great university
- Raise enrollment standards
- Raise your enrollment standards for majors. Specialize in key areas.
- There also needs to be set standards, no shortcuts. Many students cheat their way through while others suffer. FIU can be one of the best schools.
- Verify curriculum and enrollment for students.

Advising:

- Advisors in Political Science department should have a better developed plan for the students
- Overall, there should be better advising.
- Better advisement between institutions
- Better advisement; shorter waiting periods
- More advising from advisors
- More counseling to help freshman choose a major/FAQ for students entering the school
- To have advisors that really know the programs to help people to take the credits needed for their career

Atmosphere/Environment:

- Adding the football team will help improve the “college” atmosphere of the school.
- Encourage intermingling of the different groups on campus.
- Be more Anglo friendly in all departments and the cafeteria
- Do not have permanent classes in the TC or MM trailer buildings because they are not conducive to learning with all of their problems (too hot, too cold, no clean restrooms)

- Continue to do what you are doing building Greek housing and student apartments, the football team; this will bring a greater college atmosphere that students enjoy and will replace its reputation as a commuter school
- I guess one of the drawbacks of FIU being a commuter school is the lack of school spirit. There needs to be more activities surrounding campus life and involve the diverse cultures of the students.
- Improve inter-campus communication
- More of a feeling of college, even if students live off campus. More housing for students on campus.
- More campus life events
- Renovation of some classrooms (portables)
- Prettier campus (more trees, greenery)
- The art facilities need much help. Providing a proper environment to work is very important to those studying the arts.
- The school was not student friendly from the way you had to register – long lines at counters and kiosks to teacher expectations of busy work

Career Preparation:

- Add more programs that resemble what the students will face in the real world. Also, add more towards helping students find that first job in their careers.
- Daily updates on the hospitality website for jobs should be updated more. I found my job because of FIU's e-mail update from hospitality and feel this old way helped me to be where I am today.
- Facilitate more opportunities for the internship in the Airlines Business in order to be better prepared for future employment in the Airlines Industry.
- Few people to advise me of my options after graduation. Unfortunately the Career Center could not provide any knowledge of possible careers or organizations in Florida looking to hire a Biologist.
- FIU should get more involved in helping students to obtain internships
- I think that more hands on training in every career is the only way to learn what the job market expects. There is so much a book will teach you.
- Job placement after the completion of my degree
- More field experience for future teachers—there's nothing like learning as you do it
- My student teaching experience was not realistic of what would be experienced in the "real world"
- Professional placement for health services administration students
- More opportunities for internships
- Work with students in planning what degree will give the best results concerning employment

Class/Curriculum Issues:

- Change the degree of the weekend BBA. All business degrees should be Accounting or Finance only!!
- Continue to update courses in order to keep up with industry
- Evaluate curriculum and professors performance and aptitudes to carry the responsibilities.
- Expand weekend degree programs
- Offer more courses during the evenings in order to facilitate the opportunity to graduate faster
- Improve budget segment of the leadership courses

- Limit the number of classes that master level students teach
- More classes within degree or major
- Offer more classes to choose among different subjects and hours to attend labs
- Offer more evening graduate courses
- Provide some of the courses from north campus (namely Public Health) in the south campus
- Remove all the tedious and unnecessary papers and projects that many courses require.
- Schedule classes so they don't overlap. What is the purpose of scheduling two required classes so you can't take both in one semester?
- Open more classes for the MBA's students

Department Issues:

- More advertised research
- I would like to see classes planned two semesters forward; this will enable students to plan for the entire academic year.
- Engineering needs more organization starting with administration. Too much apathy. There is no striving to be the best in electrical engineering department. Professors have learned to settle. We can't be the best unless the faculty/staff wants it too.
- Expand Sociology/Anthropology department and offerings.
- For nursing students – they should have more practicum hours to make us more competitive when looking for jobs
- Greater attention to the practical and business aspects in the Visual Arts department. This would surely be helpful for students who are seeking to be more competitive in the art world. And in addition, to include more classes directed towards the visual aspects of the increasing world of computer technology
- Hotel management department needs to challenge students more
- I must say that I was very happy with the department I worked with. My experiences as a student were also positive. The only area I believe needs improvement is the administration and the handling of student paperwork.
- Engineering department should provide more attention to undergraduates interested in research
- Improved nursing registration guidelines. Clarity concerning what classes and sequence of specific classes are accepted. (Less time in lines).
- In regards to the Occupational Therapy program, I would like to suggest that more hands-on courses be included to better prepare students in their career.
- In the Business department, to be more realistic in testing the accounting classes. Also to have professors that are better at teaching, not just good at their other profession.
- More course availability/Better lab conditions (in Biochemistry especially)
- More undergraduate courses that reflect the area of study or major that a student may want to study.
- Departmental organization and more communication between staff and students
- Have all classes in one particular field meet in the same building. For example, one semester one of my classes was in the trailers in back of the Panther Arena. The same day, I had to go to another class in the Chemistry/Physics building! (Of course this was between 1993-1996).
- Remove Dr. (Name) from the program
- The BSN program focuses too much on research than clinically
- Your North Campus drawing department needs a stronger faculty. Miss (Name) is one of the most ineffective painting teachers that I have ever studied with – she teaches at North Campus

Faculty/Administration:

- Better responses to student complaints
- Be more responsive to faculty members who are not performing at a certain level
- More full time faculty members with office hours to help students and advise them
- Bring the focus on the students and understanding that being a student is a tough job
- I experienced that all employees and professors were not on e-mail – please address
- Faculty friendlier
- Education needs to be more personal
- Give faculty greater freedom and also greater control of the daily operations of the university rather than the administration
- Hire more motivated teachers and fire those that don't care much for teaching. Unfortunately, there are still some professors without any zest for educating others.
- Improvement in instructors was needed
- Professors availability to meet with students
- Screening professors more closely with their courses on how their students are improving
- You really should not have graduate students teach undergraduates and if you do, supervise them closely. Graduate students, from my experience, were just teaching to get a less expensive diploma for themselves.
- The faculty at FIU needs to care more about the student instead of their research and social/professional relations. Students pay to be taught and not to get the run-around.
- The faculty needs to be more devoted (some of the faculty).

Parking/Traffic:

- Affordable parking fees
- Parking spaces more for students
- Big problem with parking on campus should be addressed
- FIU needs to provide students with better parking
- More parking
- Parking spaces
- More/Better parking
- The parking lot problem

Services:

- Advertise services that FIU provides to incoming and current students.
- More serious clerks in the Registrar's Office, Financial Aid and the Cashier's Office
- As both an undergraduate and graduate student, I always found it difficult to conduct research at the FIU Library. I feel there is a need for more recent literature, publications, journals, etc.
- Better administration staff and process, friendlier admissions staff, and a more organized and more knowledgeable finance department (cashiers).
- Tutor availability
- Better customer service and technological access in cashier/bursars, financial aid, and registration
- Educate the people working there in the day-to-day positions (cashiers, people who give reports to students, etc.). Most of the people to my recollection were ignorant and never wanted to help you.
- Ancillary staff could be more user friendly, need people skills training/interpersonal relations poor.

- Financial Aid office needs improvement with their organizational skills.
- Get better staff at cashiers, registrar, and financial aid. If it hasn't been for the good people of the honors college, I'd have been withdrawn from all my classes for non-payment at least once.
- I think that the FIU Admissions Department needs to be more understanding. Some employees can be very rude and are not willing to go the extra step and help out a student.
- Improve cashier. Accept credit cards, better staff in records.
- Improve quality of food in cafeteria.
- One major problem for me was financial aid. Many of my documents were misplaced which delayed the delivery of funds. Also, I received my diploma 6 months after graduating for no reason on my part.
- Routine procedures for admitting registration, cashier, transcripts, etc. require many hours of delay or line. Most students have other responsibilities other than school.
- Staff is racist and sexist
- The student services – very difficult getting records straight
- To get better staff
- Unprofessional and inept staff
- Update current school bookstore. Hours of operation are not extended enough for full-time working. Also, pricing of books is usually very expensive.

Telecommunication/Information Technology:

- Add more computers for research in the library
- Having the most current software application on campus computers
- Improve computer labs, facilities, and availability. Establish more computer laboratories for business students.
- Overall improvement in the technology

Other:

- Continue to give waivers to state workers. Keep paying high salaries to good professors. Keep Maidique.
- I don't really care to improve FIU for others
- I feel that test scores may not necessarily reflect a student's capacity to learn. FIU should prepare students and help more with testing skills for post-graduate work.
- I really don't know
- I would suggest that more money is put into research. Less money for furniture and aesthetics.
- Overall had a good educational experience
- Reduce housing costs for students. It's a rip off for what they get
- Tell Mr. Maidique that the harmonious convergence of cultural and ethnic diversity is not run of the mill business in any part of the world tell him not to take us for granted.
- The school did not work well with undergraduate part time people

V. Additional comments or suggestions

- Except for two instructors, every single professor in FIU could not teach 2nd grade to very smart students. My experience was terrible and would it not have been for my self-motivation, I would not have gone to a much better institution to receive my master's degree. I would just like to end by saying one thing: Thank you for the worst undergraduate

experience ever! And I will continue on my personal mission to deter students from the worst experience of their lives.

- FIU was worth the money, and I am still proud to be an FIU graduate.
- FIU will always stay with me deep in my heart, thanks a lot.
- Go Panthers!
- I'm interested in classes for a certificate or graduate degree in Financial Planning and continuing education credits in the insurance industry.
- I am an international student and the biggest disappointment for me was not being able to continue taking classes at FIU. I regret that I was unable to take more classes while awaiting my acceptance into the Masters program.
- I graduated in 1995. This survey is too old for me to remember events back then regarding specifics. Survey should be within two years of graduating.
- I was shocked that I had not been accepted to the English MA Program. I was very disappointed w/FIU when they did not accept my application because of my GRE score (885). It was not fair. The school should look at an applicants talents and accomplishments. It is very difficult to be seen just as a number.
- I would like to see critical undergraduate classes offered after 5 pm. This would have my life a little more accommodating to part time students. Still it was a good school.
- It is a shame that people contact is lost in such a big and growing institution. When seeking assistance, instead of helping the students who, by the way, are paying for an education, we are referred to the Internet for more information.
- Make a budget; Include computer and business courses and internships for the BSN degree
- Most of the questions you asked referred to experiences or lessons I learned long before I was at FIU so honestly they don't apply to me. FIU was a good school but played little importance to any of the character formations you are asking about.
- My degree has not done much in finding a job. I feel I have wasted my time and money for nothing.
- Received degree in Sociology, but started a business in graphic design.
- The campus landscaping and architecture is beautiful.
- The School of Psychology has a lot of good professors; they should be allowed/required to teach more classes to provide more students the benefit of their knowledge.
- They prepared me in such a way that Graduate School is not this unbearable and unattainable goal
- University should consider quality over quantity. The university's goal should be toward education, not size and prestige regarding student enrollment. Furthermore, please actually do what you say you will.
- Very adequate advisors
- Very grateful to the faculty of the Visual Arts department in regard to time and spirit