

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



Research Report 2002-02  
Parent Survey  
2001

University Park Campus  
PC 543  
Miami, FL 33199  
Telephone: (305) 348-2731 Fax: (305) 348-1908  
[www.fiu.edu/~opie/cqis/index.htm](http://www.fiu.edu/~opie/cqis/index.htm)

## **Office of Planning & Institutional Effectiveness**

The Parent Survey is one in the series of Continuous Quality Improvement Surveys instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the first report from the Parent Survey and the seventh 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](http://www.fiu.edu/~opie/cqis/index.htm), contact Clarice D. Evans at [evansc@fiu.edu](mailto:evansc@fiu.edu) or 305-348-2731, (FAX) 305-348-1908, or visit us at University Park PC 543.

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## EXECUTIVE SUMMARY OF PARENT SURVEY 2001

This report summarizes the main findings from the *Florida International University Parent 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). The survey was designed to measure parents' 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.

One thousand addresses of parents were randomly selected from the current database of sophomore and senior Florida International University students who had local (South Florida) permanent addresses. The Parent Survey was mailed to the parents of 1,000 students who were either sophomores or seniors in the Spring Semester of 2001. The survey was returned by 110 parents, for a response rate of eleven percent. The survey questioned parents about their perceptions of Florida International University in various domains such as the quality and availability of faculty in their son's or daughter's major, the quality and availability of courses in their son's or daughter's major, the quality of academic advising, and the quality of campus services. Many of the survey items were similar or identical to the questions in the graduating senior survey.

Eight principal indicators were singled out as the most reliable measures of parents' satisfaction with FIU. They have been summarized below. These items were identical to items on the Florida International University Graduating Senior Survey.

- *Satisfaction with overall experience at FIU:* Approximately 77% of respondent parents rated positively their son's or daughter's overall experience at FIU (35% excellent, 42% good).
- *Satisfaction with overall academic experience:* Approximately 84% of respondent parents rated positively their son's or daughter's academic experience at FIU (35% excellent, 49% good).
- *Satisfaction with overall social experience:* Approximately 54% of respondent parents rated positively their son's or daughter's social experience at FIU (25% excellent, 29% good).
- *Challenged:* Approximately 96% of respondent parents believed that their son or daughter is being challenged to do the best that they can at FIU (73% most of the time, 23% some of the time).
- *Recommend FIU:* Approximately 91% of the respondent parents reported that they would recommend FIU to a friend or relative considering college (61% without reservations, 30% with reservations).
- *Professors, in son's or daughter's major, are good teachers:* Approximately 84% of respondent parents believed that his or her son's or daughter's professors are good teachers (28% strongly agreed, 56% agreed).

- *Professors, in son's or daughter's major, were available outside class:* Approximately 72% of respondent parents believed that their son's or daughter's professors were available outside class (21% strongly agreed, 51% agreed).
- *Responsiveness of FIU to student academic problems:* Approximately 52% of parents rated FIU as responsive to student academic problems (16% gave excellent ratings, 36% good).

#### **Strongest Predictors of Overall Experience:**

- Degree of likelihood of recommending FIU to a friend or relative considering college
- Extent of agreement that FIU is helping his or her son or daughter to value education and learning
- Perception of son's or daughter's academic experience
- Perception of son's or daughter's social experience
- Perception of son's or daughter's academic advising
- Perception of how well FIU is preparing son or daughter for a career

#### **Strongest Predictors of Overall Academic Experience:**

- Ratings of overall experience
- Ratings of responsiveness of FIU to student academic problems
- Perception of son's or daughter's academic advising
- Perception of how FIU is helping son or daughter to value education and learning
- Perception of FIU's contribution to son's or daughter's personal growth in thinking logically

#### **Strongest Predictors of Overall Social Experience:**

- Ratings of overall experience
- Ratings of safety measures on campus
- Perception of FIU's responsiveness to student academic problems
- Perception of son's or daughter's academic advising
- Perception of how well FIU is preparing son or daughter for life after college

There are several important reasons to elicit feedback from the parents of current FIU students. First, these parents are part of the community and their opinions and perceptions of FIU can be very influential, not only on their sons and daughters but also on other community members. These parents are more able to influence the opinions of other community members because of the parents' perceived personal contact with FIU. Second, it is important to investigate whether the perceptions of the parents are congruent with the perceptions of the current FIU students (some of whom are their children). In some ways, this investigation will serve as a measure of communication between parents and their college students. Third, if parental perceptions of FIU are positive they will be more likely to encourage their other children (or other relatives) to attend FIU as well. Fourth, when feedback is elicited from parents, they become an extended part of the university community and are more interested and invested in their son's or daughter's education. Parents who feel included in the university community are more likely to become involved in supporting FIU and attending FIU events. The university becomes not only their son's or daughter's university but also their own.

Overall, respondent parents hold positive attitudes and perceptions of FIU. Their perceptions are relatively consistent with those held by the Spring and Summer 2001 graduating seniors. Since this is the first Continuous Quality Improvement Parent Survey, the results of this survey will be used as a baseline against which future data collections can be measured.

## SUMMARY OF PARENT SURVEY 2001

### INTRODUCTION

This report summarizes the main findings from the *Florida International University Parent 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 parents' perceptions 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 and Response Rates.*** One thousand addresses of parents were randomly selected from the current database of sophomore and senior FIU students who had local (South Florida) permanent addresses. Although initially the attempt was made to draw a weighted random sample by college/school that proved to be impossible for the sophomore students as many had not declared a major. Because it was possible to draw a weighted random sample by college/school for the senior students, it was necessary to select more of the senior students than the sophomore students to produce a weighted random sample. The Parent Survey was mailed to the parents of 1,000 students who were either sophomores or seniors in the Spring Semester of 2001 with self-addressed, stamped return envelopes. Twenty-four surveys were returned by the United States Postal Service because the addresses were incorrect. The survey was returned by 110 parents, for a response rate of eleven percent. Table one summarizes the number of parents selected by their son's or daughter's reported college/school. Table two summarizes the return rates by college/school.

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Table 1: Respondents by Son's or  
Daughter's Reported College/School

College/School	Selected	% of Total Selected
Architecture	18	1.8%
Arts & Sciences	174	17.4%
Business	200	20.0%
Education	40	4.0%
Engineering	67	6.7%
Health and Urban Affairs	36	3.6%
Hospitality Management	31	3.1%
Journalism & Mass Communication	54	5.4%
Undeclared	<u>380</u>	<u>38.0%</u>
Totals	1000	100.0%

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Table 2: Return Rates by  
Son's or Daughter's Reported  
College/School

College/School	Selected	Returned Surveys	Surveys Returned by USPS	Return Rate by College/School	% of Total Returned
Architecture	18	4	2	25.0%	3.7%
Arts & Sciences	174	29*	3	17.0%	26.1%
Business	200	18	7	9.3%	16.2%
Education	40	12	1	30.8%	10.8%
Engineering	67	7	2	10.8%	6.3%
Health and Urban Affairs	36	12*	0	33.3%	10.8%
Hospitality Management	31	6	1	20.0%	5.4%
Journalism & Mass Communication	54	7	2	13.5%	6.3%
Undeclared	<u>380</u>	<u>16</u>	<u>6</u>	<u>4.3%</u>	<u>14.4%</u>
Totals	1000	111*	24	-----	100.0%

\*One respondent indicated a double major in the College of Arts & Sciences and the College of Health and Urban Affairs

**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 relationship between two 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).

## I. PRIMARY FINDINGS FROM THE 2001 PARENTS SURVEY

### A. Principle Indicators of Satisfaction with FIU

**Introduction.** This was the first data collection for this particular Continuous Quality Improvement Survey; therefore, there was little information available with which to compare the results. The survey questioned parents about their perceptions of Florida International University in various domains such as the quality and availability of faculty in their son's or daughter's major, the quality and availability of courses in their son's or daughter's major, the quality of academic advising, and the quality of campus services.

Many of the survey items were very similar or identical to the items on the Graduating Senior Survey and theoretically the population of students was the same; therefore, it is appropriate to compare the results of the parental respondents with sons and daughters who were seniors at Florida International University (a subset of respondents) with the results from the Spring and Summer 2001 Graduating Senior Survey. Eight principal indicators were singled out as the most reliable measures of parental satisfaction with FIU; they have been summarized below. These indicators were selected because of the importance of these particular items and because there are identical items on the Graduating Senior Survey. The respondent parents' attitudes or perceptions were equivalent to the graduating senior respondents on two indicators ("satisfaction with academic experience" and "responsiveness to student academic problems"). The respondent parents' ratings were slightly higher than graduating senior respondents for two indicators ("challenged to do their best" and "professors are good teachers"). The respondent parents' of seniors underestimated graduating student satisfaction on the remaining four indicators ("satisfaction with overall experience," "satisfaction with social experience," "whether or not they would recommend FIU," and "availability of professors outside of class").

*[You will find the difference between the responses of parents with senior students (a subset of parental respondents) and the responses to the 2001 Graduating Seniors Survey in bold parentheses. Please note that these percentages may differ from the percentages presented in the Executive Summary, which included ALL parental respondents. All responses were rounded to the nearest percent.]*

- *Satisfaction with overall experience at FIU:* Approximately 77% of respondent parents rated positively their son's or daughter's overall experience at FIU (35% excellent, 42% good). **(-13%)**
- *Satisfaction with overall academic experience:* Approximately 86% of respondent parents rated positively their son's or daughter's academic experience at FIU (35% excellent, 51% good). **(+1%)**
- *Satisfaction with overall social experience:* Approximately 55% of respondent parents rated positively their son's or daughter's social experience at FIU (25% excellent, 30% good). **(-13%)**
- *Challenged:* Approximately 95% of respondent parents believed that their son or daughter is being challenged to do the best that they can at FIU (67% most of the time, 28% some of the time). **(+5%)**

- *Recommend FIU:* Approximately 88% of the respondent parents reported that they would recommend FIU to a friend or relative considering college (58% without reservations, 30% with reservations). **(-4%)**
- *Professors, in son's or daughter's major, are good teachers:* Approximately 85% of respondent parents believed that his or her son's or daughter's professors are good teachers (32% strongly agreed, 53% agreed). **(+4%)**
- *Professors, in son's or daughter's major, were available outside class:* Approximately 73% of respondent parents believed that their son's or daughter's professors were available outside class (19% strongly agreed, 54% agreed). **(-10%)**
- *Responsiveness of FIU to student academic problems:* Approximately 54% of parents rated the administration as responsive to student problems (14% gave excellent ratings, 40% good). **(-1%)**

## **B. Bivariate Relationships Showing Strongest Associations**

- To the extent that the respondent parents believed that "FIU has contributed to my son's or daughter's ability to define and solve problems" they also believed that "FIU has contributed to my son's or daughter's ability to organize their time effectively ( $r = .77, p < .001$ )."
- To the extent that the respondent parents believed that "FIU has contributed to my son's or daughter's ability to work independently" they also believed that "FIU has contributed to my son's or daughter's ability to learn independently ( $r = .77, p < .001$ )."
- To the extent that the respondent parents rated highly the quality of student grants they also rated highly the quality of student loans ( $r = .76, p < .001$ ).
- To the extent that the respondent parents believed that "FIU has contributed to my son's or daughter's ability to understand written language" they also believed that "FIU has contributed to my son's or daughter's ability to speak effectively ( $r = .74, p < .001$ )."
- To the extent that the respondent parents believed that "FIU has helped my son or daughter to be respectful of others' beliefs, even when they disagree" they also believed that "FIU has helped my son or daughter to appreciate differences among people and cultures ( $r = .74, p < .001$ )."

## **C. Strongest Predictors of Overall Experience:**

- Degree of likelihood of recommending FIU to a friend or relative considering college
- Extent of agreement that FIU is helping his or her son or daughter to value education and learning
- Perception of son's or daughter's academic experience

- Perception of son's or daughter's social experience
- Perception of son's or daughter's academic advising
- Perception of how well FIU is preparing son or daughter for a career

**D. Strongest Predictors of Overall Academic Experience:**

- Ratings of overall experience
- Ratings of responsiveness of FIU to student academic problems
- Perception of son's or daughter's academic advising
- Perception of how FIU is helping son or daughter to value education and learning
- Perception of FIU's contribution to son's or daughter's personal growth in thinking logically

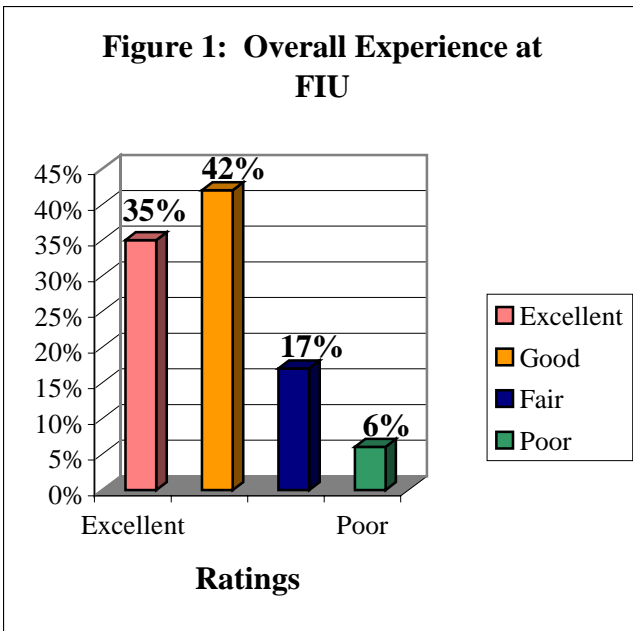
**E. Strongest Predictors of Overall Social Experience:**

- Ratings of overall experience
- Ratings of safety measures on campus
- Perception of FIU's responsiveness to student academic problems
- Perception of son's or daughter's academic advising
- Perception of how well FIU is preparing son or daughter for life after college

## 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.

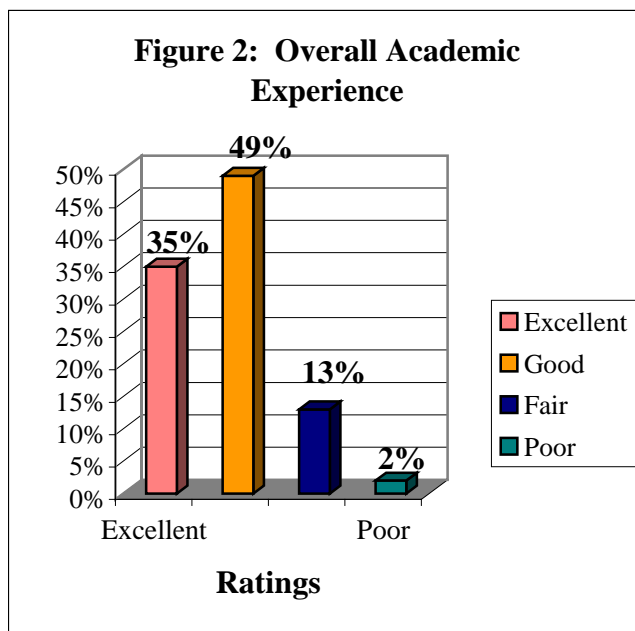
### A. Overall Experience



The findings in Figure 1 indicate that 77% of respondent parents rated positively their son's or daughter's overall experience at FIU: 35% of respondents reported excellent ratings, 42% good. Twenty-three percent of respondent parents rated their son's or daughter's overall experience at FIU negatively: 17% of respondents reported fair ratings and 6% assigned poor ratings.

Correlations: To the extent that respondent parents rated positively their son's or daughter's overall experience at FIU, they also reported that they would recommend FIU to a friend or relative considering college ( $r = .70, p < .001$ ), reported that they believe that FIU is helping their son or daughter to value education and learning ( $r = .66, p < .001$ ), and rated highly their son's or daughter's overall academic ( $r = .64, p < .001$ ) and social experience ( $r = .61, p < .001$ ) at FIU.

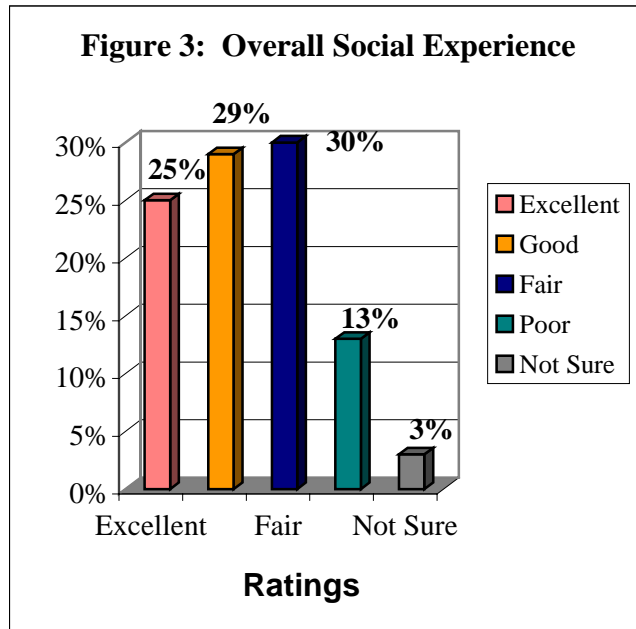
### B. Overall Academic Experience



The findings in Figure 2 indicate that 84% of respondent parents rated positively their son's or daughter's overall academic experience at FIU: 35% reported excellent ratings, 49% good. Fifteen percent of respondents reported that their son's or daughter's overall academic experience at FIU was negative: 13% rated their academic experience as fair and 2% as poor.

Correlations: To the extent that the respondent parents rated their son's or daughter's overall academic experience highly, they also rated highly their son's or daughter's overall experience at FIU ( $r = .64, p < .001$ ), rated highly FIU's responsiveness to student academic problems ( $r = .56, p < .001$ ), rated highly the quality of academic advising ( $r = .54, p < .001$ ), and reported that they believed that FIU was helping their son or daughter to value education and learning ( $r = .54, p < .001$ ).

### C. Overall Social Experience

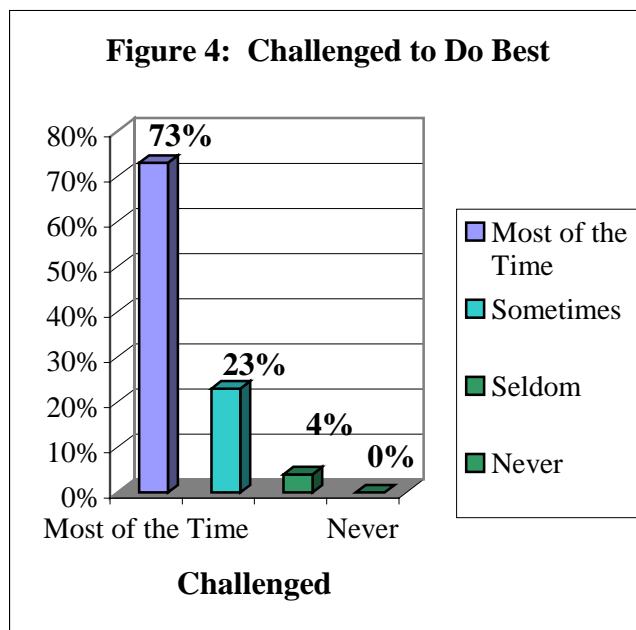


The findings in Figure 3 indicate that 54% of respondent parents rated positively the quality of their son's or daughter's overall social experience: 25% reported excellent ratings and 29% good. Forty-three percent of respondents reported that their son's or daughter's overall social experience was negative: 30% of respondents assigned ratings of fair and 13% assigned poor ratings. Another three percent of respondent parents reported that they were not sure about their son's or daughter's overall social experience at FIU.

**Correlations:** To the extent that the respondent parents rated positively their son's or daughter's overall social experience at FIU, they also rated highly their overall experience at FIU ( $r = .61$ ,  $p < .001$ ), rated highly the safety measures on

campus ( $r = .52$ ,  $p < .001$ ), rated highly FIU's responsiveness to student academic problems ( $r = .50$ ,  $p < .001$ ), and rated highly academic advising ( $r = .50$ ,  $p < .001$ ).

### D. Challenged to Do Their Best

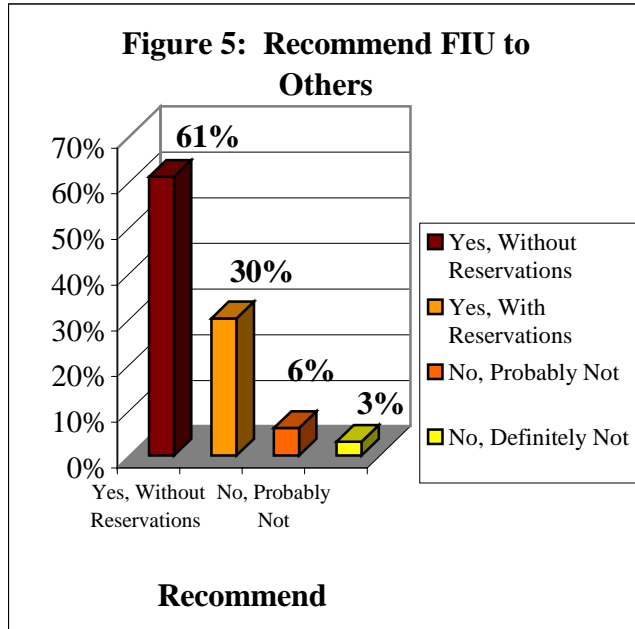


The findings depicted in Figure 4 indicate that 96% of respondent parents reported that their son or daughter is challenged to do their best at FIU: 73% reported that their son or daughter is challenged to do their best most of the time and 23% reported that their son or daughter is challenged sometimes. Four percent of respondents reported that their son or daughter is seldom challenged to do their best at FIU.

**Correlations:** To the extent that respondent parents reported that their son or daughter is challenged to do their best, they also believed that FIU is contributing to their son's or daughter's ability to think logically ( $r = .53$ ,  $p < .001$ ), rated highly their son's or daughter's overall academic experience ( $r = .51$ ,  $p < .001$ ), reported that FIU is

helping their son or daughter to value education and learning ( $r = .49$ ,  $p < .001$ ), and reported that they would recommend FIU to a friend or relative considering college ( $r = .46$ ,  $p < .001$ ).

### E. Recommend FIU to Others

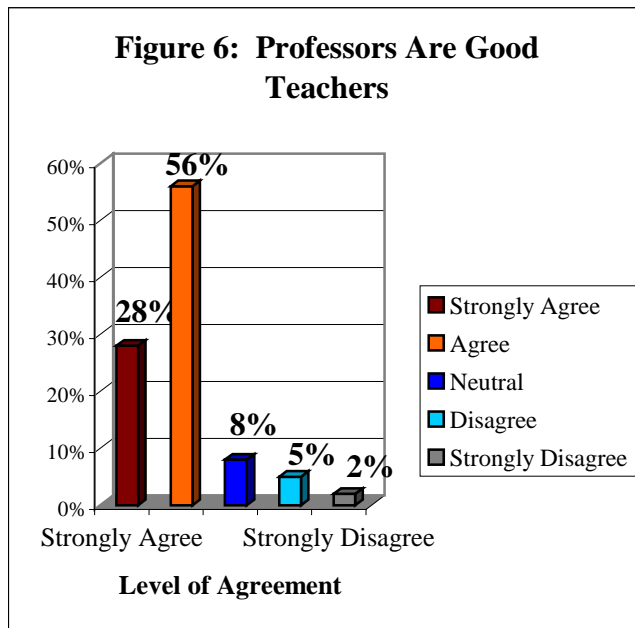


The findings depicted in Figure 5 indicate that 91% of respondent parents would recommend FIU to friends or relatives considering college: 61% of respondents would recommend FIU to their friends and relatives, without reservations and 30% report that they would recommend FIU, with reservations. Approximately 9% of respondents reported that they would not recommend FIU to their friends and relatives: 6% reported that they would probably not recommend FIU, 3% definitely not.

**Correlations:** To the extent that respondent parents would recommend FIU to their friends or relatives considering college, they also rated their son's or daughter's overall experience highly ( $r = .70$ ,  $p < .001$ ). These parental respondents also

believed that FIU was helping their son or daughter to: value education and learning ( $r = .65$ ,  $p < .001$ ), gain a broad education about different fields of knowledge ( $r = .59$ ,  $p < .001$ ), and be well prepared for a career ( $r = .53$ ,  $p < .001$ ).

### F. Professors Are Good Teachers

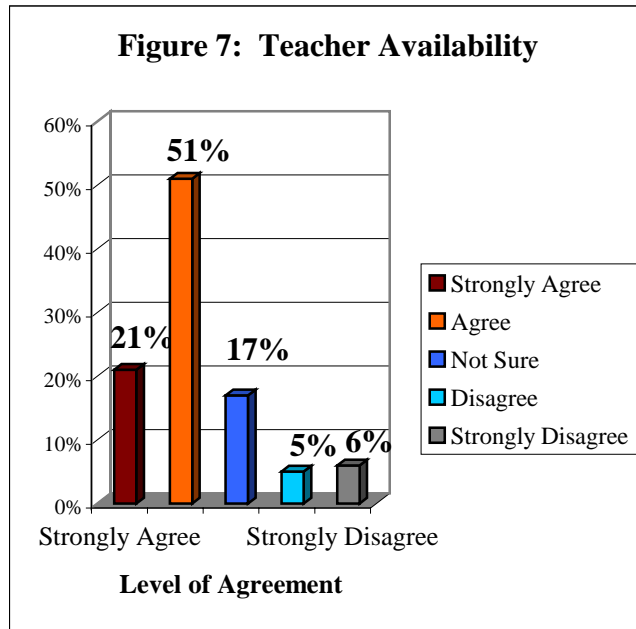


The findings depicted in Figure 6 indicate that 84% of respondent parents agreed that their son's or daughter's professors are good teachers: 28% strongly agreed, while another 56% agreed. Seven percent of respondents did not agree that FIU prepared them for a career: 5% disagreed, and 2% strongly disagreed. Another 8% of respondents responded neutrally.

**Correlations:** To the extent that respondent parents agreed that their son's or daughter's professors are good teachers, they also believed that FIU is helping to prepare their son or daughter for life after college ( $r = .41$ ,  $p < .001$ ), believed that most of their son's or daughter's teachers were available outside of class to help them ( $r = .39$ ,  $p < .001$ ), believed that FIU has contributed to their son's or daughter's ability to

understand different philosophies and cultures ( $r = .38$ ,  $p < .001$ ), and rated highly their son's or daughter's overall academic experience at FIU ( $r = .37$ ,  $p < .001$ ).

### G. Teachers Are Available Outside of Class

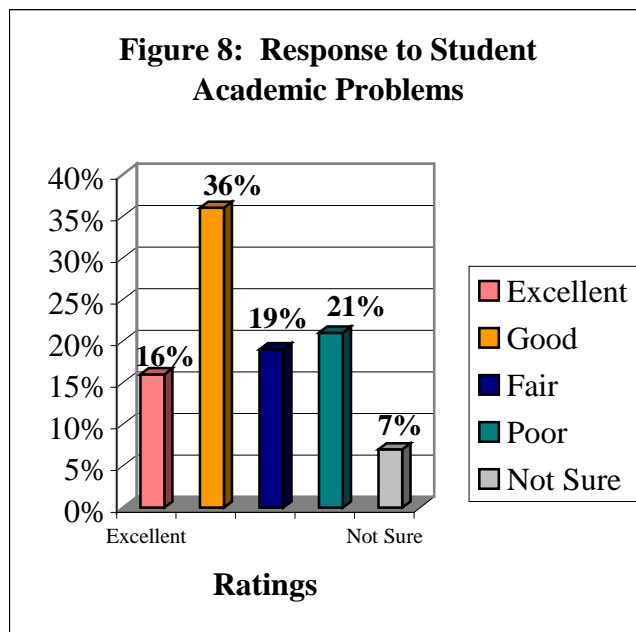


The findings depicted in Figure 7 indicate that 72% of respondent parents agreed that their son's or daughter's teachers were available outside of class: 21% strongly agreed while another 51% agreed. Eleven percent of respondent parents did not agree that that their son's or daughter's teachers were available outside of class: 5% disagreed, and 6% strongly disagreed. Another 17% of respondent parents were not sure.

**Correlations:** To the extent that respondent parents agreed that their son's or daughter's teachers were available outside of class, they also agreed that needed courses were available ( $r = .42, p < .001$ ), agreed that FIU professors were good teachers ( $r = .39, p < .001$ ),

believed that FIU was helping their son or daughter prepare for life after college ( $r = .34, p < .001$ ), and rated highly the quality of academic advising ( $r = .31, p = .001$ ).

### H. The Responsiveness of FIU to Student Academic Problems



The findings in Figure 8 indicate that 52% of respondent parents rated positively the responsiveness of FIU to student academic problems: 16% rated the responsiveness as excellent with another 36% giving FIU's responsiveness a good rating. Forty percent of respondents gave negative ratings to the responsiveness of FIU: 19% rated the responsiveness as fair and 21% rated the responsiveness as poor. An additional 7% of the respondents were not sure.

**Correlations:** Parental respondents who rated highly FIU's responsiveness to student academic problems also rated highly academic advising ( $r = .56, p < .001$ ), rated highly their son's or daughter's overall academic experience at FIU

( $r = .56, p < .001$ ), rated highly their son's or daughter's overall social experience at FIU ( $r = .50, p < .001$ ), and rated highly the quality of career advising ( $r = .49, p < .001$ ).



**Please note that some respondents did not answer every question. Therefore, the number of respondents may not be consistent from question to question in the following sections.**

### **III. DIFFERENCES BETWEEN GRADE LEVEL GROUPS**

Table Three presents information on demographic items. Following the table is a written summary of differences between the parental responses of sophomores and parents of seniors at FIU.

<u>Table 3</u>			
<u>Differences between Student Grade Level:</u>			
<u>Demographic Information</u>			
	<u>Sophomore</u>	<u>Senior</u>	<u>Totals</u>
1. Home Campus			
Biscayne Bay	6	4	10
University Park	32	47	79
Equal at two campuses	<u>3</u>	<u>5</u>	<u>8</u>
Totals	41	56	97
2. Level of Financial Support			
0-24%	14	15	29
25-49%	6	6	12
50-60%	5	3	8
61-90%	1	7	8
90-100%	14	26	40
Don't Know	<u>2</u>	<u>0</u>	<u>2</u>
Totals	42	57	99
3. Respondent Parents' Level of Formal Education			
High School graduate or less	10	11	21
Associates degree/Some college	10	15	25
College Graduate	12	17	29
Some graduate work	0	2	2
Masters degree	7	7	14
Doctorate (Ph.D., Psy. D., Ed. D.)	1	3	4
Professional degree (J.D., M.D.)	<u>1</u>	<u>1</u>	<u>2</u>
Totals	41	56	97
4. Racial/Ethnic Group			
American Indian	0	1	1
Asian	1	1	2
Black/African American	4	1	5
Hispanic or Latino	25	38	63
White (not of Hispanic origin)	9	13	22
Other	<u>3</u>	<u>3</u>	<u>6</u>
Totals	42	57	99

There were several significant differences between the parents of sophomores and the parents of seniors. The parents of sophomore students were more likely to agree that enough courses were available to meet the General Education requirement ( $M = 2.91$  versus  $M = 2.39$ ), and gave higher ratings of quality to the admission process ( $M = 3.14$  versus  $M = 2.64$ ) and the FIU

catalog ( $M = 3.23$  versus  $M = 2.63$ ) than the parents of seniors. The parents of seniors were more likely to report that FIU has contributed to their son's or daughter's ability to work cooperatively in a group than the parents of sophomore students ( $M = 3.50$  versus  $M = 3.23$ ).

#### IV. DIFFERENCES BETWEEN CAMPUS GROUPS

Table Four presents information on demographic items. Following the table is a written summary of differences between the parental responses of Biscayne Bay and University Park students.

Table 4 Differences between Campus: Demographic Information				
	<u>Biscayne Bay</u>	<u>University Park</u>	<u>Equal at two campuses</u>	<u>Totals</u>
1. Grade Level				
Sophomore	6	32	3	41
Senior	<u>4</u>	<u>47</u>	<u>5</u>	<u>56</u>
Totals	10	79	8	97
2. Level of Financial Support				
0-24%	4	29	1	34
25-49%	0	8	4	12
50-60%	1	8	0	9
61-90%	1	5	2	8
90-100%	4	35	3	42
Don't Know	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>
Totals	10	87	10	107
3. Respondent Parents' Level of Formal Education				
High School graduate or less	1	20	2	23
Associates degree/Some college	4	19	4	27
College Graduate	2	29	1	32
Some graduate work	0	2	1	3
Masters degree	2	11	1	14
Doctorate (Ph.D., Psy. D., Ed. D.)	1	3	0	4
Professional degree (J.D., M.D.)	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>
Totals	10	86	9	105
4. Racial/Ethnic Group				
American Indian	0	1	0	1
Asian	0	4	0	4
Black/African American	1	5	2	8
Hispanic or Latino	5	52	6	63
White (not of Hispanic origin)	4	19	2	25
Other	<u>0</u>	<u>6</u>	<u>0</u>	<u>6</u>
Totals	10	87	10	107

There were several significant differences between the parents of Biscayne Bay students and University Park students. The parents of students who primarily attended the Biscayne Bay campus were less likely to agree that their son's or daughter's classes were too large ( $M = 1.67$  versus  $M = 2.49$ ), were less likely to give high ratings to their son's or daughter's overall social experience at FIU ( $M = 1.78$  versus  $M = 2.62$ ), and were less likely to agree

that FIU was helping their son or daughter to develop computer skills for today's technology ( $M = 2.30$  versus  $M = 3.18$ ) than the parents of students who primarily attended the University Park campus. The parents of students who primarily attended the Biscayne Bay campus also believed that the advice of a parent/relative ( $M = 2.20$  versus  $M = 2.77$ ) and the academic reputation of FIU ( $M = 2.80$  versus  $M = 3.33$ ) were less important factors in choosing FIU, as compared to the parents of students who primarily attended the University Park campus. In addition, the parents of students who primarily attended the Biscayne Bay campus were more likely to assign lower ratings to the quality of student loans at FIU ( $M = 0.60$  versus  $M = 1.76$ ) and the quality of transcript services ( $M = 1.70$  versus  $M = 2.79$ ) than the parents of students who primarily attended the University Park campus.

## V. DIFFERENCES AMONG PARENTAL LEVELS OF FINANCIAL SUPPORT

Table Five presents information on demographic items. There were no major significant differences to report among parental responses to these items.

Table 5 Differences among Parental Level of Financial Support: Demographic Information							
	%					Don't	
	0-24	25-49	50-60	61-90	90-100	Know	Totals
1. Grade Level							
Sophomore	14	6	5	1	14	2	42
Senior	15	6	3	7	26	0	57
Totals	29	12	8	8	40	2	99
2. Home Campus							
Biscayne Bay	4	0	1	1	4	0	10
University Park	29	8	8	5	35	2	87
Equal at two campuses	1	4	0	2	3	0	10
Totals	34	12	9	8	42	2	107
3. Respondent Parents' Level of Formal Education							
High School graduate or less	11	2	2	0	8	0	23
Associates degree/Some college	8	6	0	4	8	2	28
College Graduate	11	3	4	2	12	0	32
Some graduate work	1	0	0	0	2	0	3
Masters degree	2	1	1	2	9	0	15
Doctorate (Ph.D., Psy. D., Ed. D.)	0	0	2	0	2	0	4
Professional degree (J.D., M.D.)	0	0	0	0	2	0	2
Totals	33	12	9	8	43	2	107
4. Racial/Ethnic Group							
American Indian	0	0	0	0	1	0	1
Asian	1	0	0	0	3	0	4
Black/African American	3	3	0	0	2	0	8
Hispanic or Latino	21	10	8	6	20	0	65
White (not of Hispanic origin)	8	0	1	2	12	2	25
Other	1	0	0	0	5	0	6
Totals	34	13	9	8	43	2	109

## VI. DIFFERENCES AMONG PARENTS' LEVEL OF FORMAL EDUCATION

Table Six presents information on demographic items. There were no major significant differences to report among parental responses to these items.

Table 6  
Parents' Level of Formal  
Education:  
Demographic Information

	<u>High School graduate or less</u>	<u>Associate's degree/ Some college</u>	<u>College Graduate</u>	<u>Some graduate work</u>	<u>Master's degree</u>	<u>Doctorate or Professional degree</u>	<u>Totals</u>
1. Grade Level							
Sophomore	10	10	12	0	7	2	41
Senior	<u>11</u>	<u>15</u>	<u>17</u>	<u>2</u>	<u>7</u>	<u>4</u>	<u>56</u>
Totals	21	25	29	2	14	6	97
2. Home Campus							
Biscayne Bay	1	4	2	0	2	1	10
University Park	20	19	29	2	11	5	86
Equal at two campuses	<u>2</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>9</u>
Totals	23	27	32	3	14	6	105
3. Level of Financial Support							
0-24%	11	8	11	1	2	0	33
25-49%	2	6	3	0	1	0	12
50-60%	2	0	4	0	1	2	9
61-90%	0	4	2	0	2	0	8
90-100%	8	8	12	2	9	4	43
Don't Know	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Totals	23	28	32	3	15	6	107
4. Racial/Ethnic Group							
American Indian	0	0	0	0	0	1	1
Asian	0	0	3	0	1	0	4
Black/African American	5	2	1	0	0	0	8
Hispanic or Latino	14	17	16	1	12	3	63
White (not of Hispanic origin)	3	7	11	2	1	1	25
Other	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>6</u>
Totals	23	28	32	3	15	6	107

## VII. DIFFERENCES AMONG RACIAL/ETHNIC GROUPS

Table Seven presents information on demographic items. There were no major significant differences to report among parental responses to these items.

Table 7

Race/Ethnicity:

Demographic Information

	<u>American Indian/ Alaskan Native</u>	<u>Asian</u>	<u>Black/ African American</u>	<u>Hispanic/ Latino</u>	<u>White (not of Hispanic origin)</u>	<u>Totals</u>
1. Grade Level						
Sophomore	0	1	4	25	9	39
Senior	<u>1</u>	<u>1</u>	<u>1</u>	<u>38</u>	<u>13</u>	<u>54</u>
Totals	1	2	5	63	22	93
2. Home Campus						
Biscayne Bay	0	0	1	5	4	10
University Park	1	4	5	52	19	81
Equal at two campuses	<u>0</u>	<u>0</u>	<u>2</u>	<u>6</u>	<u>2</u>	<u>10</u>
Totals	1	4	8	63	25	101
3. Level of Financial Support						
0-24%	0	1	3	21	8	33
25-49%	0	0	3	10	0	13
50-60%	0	0	0	8	1	9
61-90%	0	0	0	6	2	8
90-100%	1	3	2	20	12	38
Don't Know	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>
Totals	1	4	8	65	25	103
4. Respondent Parents' Level of Formal Education						
High School graduate or less	0	0	5	14	3	22
Associates degree/Some college	0	0	2	17	7	26
College Graduate	0	3	1	16	11	31
Some graduate work	0	0	0	1	2	3
Masters degree	0	1	0	12	1	14
Doctorate (Ph.D., Psy. D., Ed. D.)	1	0	0	1	1	3
Professional degree (J.D., M.D.)	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>
Totals	1	4	8	63	25	101

## **VIII. CONCLUSIONS FROM THE 2001 PARENT SURVEY**

There are several important reasons to elicit feedback from the parents of current FIU students. First, these parents are part of the community and their opinions and perceptions of FIU can be very influential, not only on their sons and daughters but also on other community members. These parents are more able to influence the opinions of other community members because of the parents' perceived personal contact with FIU. Second, it is important to investigate whether the perceptions of the parents are congruent with the perceptions of the current FIU students (some of whom are their children). In some ways, this investigation will serve as a measure of communication between parents and their college students. Third, if parental perceptions of FIU are positive they will be more likely to encourage their other children (or other relatives) to attend FIU. Fourth, when feedback is elicited from parents, they become an extended part of the university community and are more interested and invested in their son's or daughter's education. Parents who feel included in the university community are more likely to become involved in supporting FIU and attending FIU events. The university becomes not only their son's or daughter's university but also their own.

Parental respondents' perceptions are positive for the most part. On the eight principal indicators of satisfaction singled out for analysis, the parental respondents reported similar ratings to graduating seniors for two indicators: perceived student academic experiences and perception of FIU's responsiveness to student academic problems. Parental respondents overestimated the degree to which students believe that they are challenged at FIU and also were more likely to agree that FIU professors are good teachers than graduating seniors. Parental respondents underestimated student's overall satisfaction, student's overall social experience, likelihood of recommending FIU to friends and relatives, and the availability of teachers outside of class (compared to graduating seniors). For the survey items in which the parents were asked to rate their agreement as to whether FIU was helping their son or daughter (five items), the responses were overwhelmingly positive (strongly agree, agree); positive responses ranged from 78-90%. Likewise, survey items inquiring whether FIU was contributing to his or her son's or daughter's personal growth (thirteen items) received positive responses (very much, somewhat) from 74-90%.

There seems to be a consensus among the parental responses to the survey items. That is, there were few intergroup differences (racial/ethnic, campus, education level, et cetera) among how the parental respondents answered the items. This is important because it demonstrates that the perception of the parents is that (for the most part) students are being treated equally and fairly.

Overall, respondent parents hold positive attitudes and perceptions of FIU. Their perceptions are relatively consistent with those held by the Spring and Summer 2001 graduating seniors. Since this is the first Continuous Quality Improvement Parent Survey, the results will be used as a baseline against which future data collections can be measured.

## **APPENDIX A: 2001 PARENT SURVEY**

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**APPENDIX A****2001 PARENT SURVEY****(Responses may not add to 100%, because some respondents did not answer every survey item)****A. To what extent do you believe your student is being challenged at FIU to do the very best she or he can do?**

Most of the time	72.7%
Sometimes	22.7%
Seldom	4.5%
Never	0.0%

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

No, under no circumstances	1.8%
No, probably not	5.5%
Yes, with reservations	30.0%
Yes, without reservations	60.9%

**C. How would you rate each of the following situations with regard to your daughter's or son's experiences at FIU?****E** = excellent, **G** = good, **F** = fair, **P** = poor, **NS** = Not sure

	<u><b>E</b></u>	<u><b>G</b></u>	<u><b>F</b></u>	<u><b>P</b></u>	<u><b>NS</b></u>
Their overall experience	34.5%	41.8%	17.3%	5.5%	0.0%
Their academic experience	34.5%	49.1%	12.7%	1.8%	0.0%
Their social experience	24.5%	29.1%	30.0%	12.7%	2.7%
Safety measures on campus	35.5%	43.6%	11.8%	3.6%	4.5%
FIU's responsiveness to student academic problems	16.4%	35.5%	19.1%	20.9%	7.3%
Their academic advising	25.5%	27.3%	23.6%	20.0%	.9%

**D. Please indicate your perceptions of the quality of services that your student has received at FIU.**

	<u><b>E</b></u>	<u><b>G</b></u>	<u><b>F</b></u>	<u><b>P</b></u>	<u><b>NS</b></u>
Library services	51.8%	31.8%	8.2%	2.7%	3.6%
Library holdings	33.6%	33.6%	12.7%	4.5%	13.6%
Career Resources and Placement Services	16.4%	35.5%	8.2%	7.3%	30.9%
Recreational Services	18.2%	40.9%	16.4%	7.3%	16.4%
Counseling and Psychological Services	17.3%	24.5%	10.0%	6.4%	39.1%
On Campus Student Employment	18.2%	24.5%	13.6%	8.2%	34.5%
Health Services	18.2%	33.6%	9.1%	8.2%	30.0%
Career Advising	17.3%	29.1%	18.2%	13.6%	20.9%
Computer Labs	31.8%	40.0%	14.5%	5.5%	7.3%
Cultural Activities	19.1%	41.8%	10.0%	5.5%	22.7%

**E. Please indicate the extent to which you agree or disagree with each statement.****SA** = strongly agree, **A** = agree, **D** = disagree, **SD** = strongly disagree**I believe that FIU is helping my daughter or son:**

	<u><b>SA</b></u>	<u><b>A</b></u>	<u><b>D</b></u>	<u><b>SD</b></u>	<u><b>NS</b></u>
Be well prepared for a career	36.4%	47.3%	5.5%	5.5%	5.5%
Be respectful of others' beliefs, even when they disagree	35.5%	55.5%	1.8%	2.7%	3.6%
Value education and learning	43.6%	46.4%	3.6%	4.5%	.9%
Develop computer skills for today's technology	38.2%	43.6%	5.5%	3.6%	4.5%
Appreciate differences among people and cultures	41.8%	46.4%	4.5%	3.6%	3.6%
Be well-prepared to face life after college	28.2%	50.0%	9.1%	7.3%	4.5%
Gain a broad education about different fields of knowledge	30.0%	53.6%	7.3%	5.5%	3.6%



F. Based on your perception of FIU, to what extent do you agree or disagree with the statements below?

	<u><b>SA</b></u>	<u><b>A</b></u>	<u><b>D</b></u>	<u><b>SD</b></u>	<u><b>NS</b></u>
FIU professors are good teachers	28.2%	56.4%	8.2%	4.5%	1.8%
Many classes are too large	17.3%	30.0%	28.2%	10.9%	9.1%
Most teachers are available outside of class to help	20.9%	50.9%	17.3%	4.5%	6.4%
Needed courses were available	8.2%	44.5%	26.4%	14.5%	4.5%
Too many classes are taught by graduate students	7.3%	13.6%	31.8%	9.1%	36.4%
Enough courses are available to meet General Education requirements	23.6%	46.4%	11.8%	7.3%	10.9%

G. How much more do you think FIU has contributed to your daughter's or son's personal growth in each of the following areas?

**VM** = very much, **SW** = somewhat, **VL** = very little

	<u><b>VM</b></u>	<u><b>SW</b></u>	<u><b>VL</b></u>
Writing effectively	45.5%	43.6%	10.0%
Speaking effectively	43.6%	38.2%	17.3%
Understanding written language	46.4%	34.5%	18.2%
Working independently	61.8%	27.3%	10.0%
Learning independently	60.9%	29.1%	9.1%
Working cooperatively in a group	48.2%	41.8%	9.1%
Organizing time effectively	41.8%	39.1%	17.3%
Defining and solving problems	40.0%	44.5%	12.7%
Understanding different philosophies and cultures	43.6%	43.6%	10.0%
Understanding and appreciating the arts	34.5%	39.1%	22.7%
Leading and guiding others	35.5%	45.5%	16.4%
Thinking logically	45.5%	43.6%	7.3%
Learning to listen more closely to others	40.0%	42.7%	14.5%

H. How important was each reason below in your son's or daughter's choosing FIU?

**VI** = very important, **SW** = somewhat important, **NI** = not important

	<u><b>VI</b></u>	<u><b>SW</b></u>	<u><b>NI</b></u>
Cost of education	65.5%	20.0%	12.7%
High admission standards	19.1%	48.2%	31.8%
Size of school	16.4%	44.5%	36.4%
Social atmosphere	27.3%	35.5%	36.4%
Location of school	82.7%	12.7%	4.5%
Type of program available	60.9%	28.2%	8.2%
Academic reputation	46.4%	34.5%	18.2%
Financial aid availability	43.6%	15.5%	39.1%
Advice of parent/relative	23.6%	26.4%	49.1%
To be with friends	13.6%	19.1%	66.4%
Advice from high school personnel	12.7%	25.5%	60.0%

I. Please give your estimate of the quality of each service provided by FIU.

	<u><b>E</b></u>	<u><b>G</b></u>	<u><b>F</b></u>	<u><b>P</b></u>	<u><b>NS</b></u>
Admission process	35.5%	31.8%	18.2%	10.9%	2.7%
New Student Orientation	38.2%	33.6%	11.8%	8.2%	7.3%
Registration process	26.4%	40.0%	17.3%	13.6%	1.8%
Student loans	13.6%	24.5%	11.8%	10.9%	38.2%
Student grants	18.2%	21.8%	9.1%	17.3%	32.7%
Student scholarships	23.6%	20.9%	10.0%	19.1%	25.5%
FIU catalogue	31.8%	40.9%	13.6%	1.8%	11.8%
Student records	38.2%	37.3%	4.5%	13.6%	6.4%
Transcript services	30.0%	38.2%	10.9%	10.0%	10.0%

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J. Please provide the following information for each of your students currently at FIU.

Sophomore	39.1%
Senior	51.8%
Sophomore and Senior	.9%

List majors of student (see end of survey)

K. Please circle the number of the campus at which your student has attended most of his or her classes.

Biscayne Bay	9.1%
University Park	79.1%
Equal at more than one campus	2.7%
Biscayne Bay and Broward	.9%
Biscayne Bay and University Park	5.5%

L. Approximately what level of financial support do you usually provide for your student(s) attending FIU?

0-24%	30.9%
25-49%	11.8%
50-60%	8.2%
61-90%	7.3%
91-100%	39.1%
Don't know	1.8%

M. What is your present level of formal education?

Less than high school degree	2.7%
High school graduate	18.2%
Associates degree	8.2%
Some college but no degree	17.3%
College graduate	29.1%
Master's degree	13.6%
Some graduate work	2.7%
Doctoral (Ph.D., Ed. D.)	3.6%
Professional degree	1.8%

N. Circle all of these racial/ethnic groups that apply to you:

American Indian/Alaskan Native	.9%
Asian	3.6%
Black/African American	7.3%
Hispanic or Latino	59.1%
White (not of Hispanic origin)	22.7%
Other	.9%
American Indian/White	.9%
Asian/Black	.9%
Asian/Hispanic	.9%
Hispanic/White	1.8%

Majors: **(Double majors counted separately)**

	<u>N</u>	<u>%</u>
Accounting	3	2.7
Advertising	2	1.8
Architecture	2	1.8
Art Education	3	2.7
Biology	7	6.3
Broadcast Journalism	1	.9
Business/Business Administration	6	5.4
Chemistry	3	2.7

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Majors continued:	<u>N</u>	<u>%</u>
Civil Engineering	1	.9
Computer Science	3	2.7
Construction Management	1	.9
Criminal Justice	2	1.8
Early Childhood Education	1	.9
Economics	1	.9
Education	5	4.5
Elementary Education	2	1.8
Engineering	2	1.8
English	2	1.8
Environmental Studies	1	.9
Finance	5	4.5
Geology	1	.9
Hospitality Management	6	5.4
Industrial and Systems Engineering	3	2.7
Interior Design	2	1.8
International Business	1	.9
International Relations	2	1.8
Journalism	2	1.8
Liberal Studies	1	.9
Management	1	.9
Marketing	4	3.6
Mathematics	1	.9
Medical Technology	1	.9
Music Education	1	.9
Nursing	2	1.8
Occupational Therapy	2	1.8
Physical Therapy	1	.9
Political Science	2	1.8
Psychology	6	5.4
Public Relations	2	1.8
Religious Studies	1	.9
Sociology	1	.9
Social Work	4	3.6
Visual Arts	1	.9
Undecided/No indication	18	16.2

## **APPENDIX B: ANSWERS TO OPEN-ENDED QUESTIONS**

**O. In what two ways has FIU best met your expectations? (Comments were edited for clarity, when possible)**

**ACADEMICS**

- Academic/Academic skills/Academic standard/challenging courses
- Accredited degree programs
- Better education
- Both of the children have graduated from FIU. My daughter went on to receive an MBA – I believe a lot has to do with professors and Dr. Maidique's input.
- By offering a wide range of opportunities in terms of academic choices to students and recognizing their effort
- Challenging courses
- Course offerings and variety of majors is excellent
- FIU has prepared my daughter to be successful in the future as a teacher
- High standards of the research program – as my son is a biology major with plans for graduate study this is critical
- It has a good education program
- It has met my expectations for providing interesting courses
- Offering a wide range of academic choices/opportunities to dedicated students recognizing their efforts. Maintaining its quality/reputation among population.
- Pleasant and positive learning environment while challenging her learning abilities
- Strong academic program (surprising)

**CONVENIENCE**

- Availability of classes needed each semester for my son
- Flexibility of scheduling to meet student needs

**COST**

- Affordable price/cost
- It has been affordable due to the Bright scholars program
- Very helpful with scholarships

**DIVERSITY**

- Community of diversity/Exposure to diversity/Very diverse university
- Large ethnic diversity; a lot of Caribbean students

**FACULTY**

- Encouragement/support he has received from his professors in his major field
- Excellent faculty
- Good teachers
- Helpful professors
- Professors dedication to teaching
- Professors go out of their way for students. I have never seen anything like it.
- Professors (all but one) have been very accommodating of our disabled son's needs

- Quality of professors, very knowledgeable and very interested in students well-being
- The professors at FIU are excellent and show excellent knowledge of the material

#### **LOCATION/CAMPUS ATMOSPHERE**

- A great school and my son did not have to leave home to get the courses he wanted
- Atmosphere is very pleasant
- Location/located in a perfect area, giving my daughter a chance to enhance herself/It is very close to home/my daughter did not have to sacrifice traveling far from us and home
- Proximity
- Safe environment

#### **PERSONAL GROWTH OF STUDENTS**

- Courses taken helped to open mind
- Good knowledge base for my child's future
- FIU has contributed to the personal growth of both of my daughters in a very positive way
- I see my daughter more interested in her work and her future
- I've seen my daughter learning a lot of knowledge and expertise on analytical solving problems [sic].
- Keeping her interest in school
- My daughter has been given the opportunity to shine – she's very involved in school. She has become more positive in her thinking and her writing skills have improved.
- My daughters are becoming more independent
- My son seems to be doing good in meeting his teacher certification
- My son's organization (overall); responsibility increment on my son's life
- The school and its sororities helped my daughter in her focusing on priorities and balancing a college life.

#### **SPECIFIC PROGRAMS**

- The Engineering program has been appreciated by one of our students
- Counseling personnel in Liberal Studies very helpful
- Dr. Graves and one of my daughters' anatomy professors are excellent. Additionally, Dr. Fuertes for physiology. All the professors have contributed to my daughter's growth
- Orientation for parents and students was well expressed
- The School of Hospitality Management is very complete
- The teachers at the School of Journalism are incredible. They have exceeded my expectations of what a college professor should be.

#### **MISCELLANEOUS**

- Ease of getting to during rush hour
- Easy to enter, easy to stay
- Excellent social experience
- FIU keeps growing academically and culturally. My daughter's major program has also developed into one of the most respected in Florida as well as the U.S.
- Hasn't met my expectations
- I appreciate the way FIU is growing, giving more chances to local students

- My child likes the school and is happy with what she is doing
- Providing safe “fun” activities - entertainment
- Ranking for state-run universities
- Recognition to the school’s expansion, now we see that tuition money is going somewhere
- Small school, small class size
- So far, not in any way
- Use of personal computers
- Very disappointed at advisement, not given the correct classes, even had to take classes not in Core, wasted tuition money
- Very disappointing, very frustrating

**P. What two changes would you suggest to improve FIU?**

**ACCESS**

- Classes should be smaller
- Facilitate the registration process and provide a larger array of classes with more scheduling options
- Have more classes to relieve the stress when students can’t get into a class
- Having more classes open for students to register in
- It would be great if classes were once again offered at the Homestead campus
- Make classes smaller and offer more courses per semester, rather than having to wait a full year to take a course
- More classes need to be offered at the same times (i.e. I needed to take a computer class this semester and I had to take it at night because there was only one class offered in the daytime and it was full!)
- More classes year round, same class
- More on-line access for students
- More required/core classes offered at night and Saturdays for those who work full-time
- Offer more scheduled class choices – more frequencies at University Park
- Smaller classes/Smaller classrooms/having more classes offered during summer
- The growth has been too rapid causing too many hardships on students, i.e. parking, crowded or unavailable classes, too many t.m.’s etc.
- When seniors need to get their approval paper signed to take the last required class, which is Strategic Management. I think [this] is insane. My daughter has spent 3 days waking up at 4 am to stand in line and then they don’t attend her because the counselors are gone home at 2 pm. I think [this] is what is bad about FIU. There should be a system in the computer that automatically authorizes them or just one simple procedure to have the permission. That must be changed.

**ADVISING**

- Admissions Office should have more advisors due to the increase of students.
- Better advisement
- Educated career advisors
- More advisors

- My child's academic advisor (Architecture Department) is beyond poor. (Name) can only advise as to when a class is scheduled. She can give no insight as to what the class is about or give any real insightful advice. The Architecture school's students deserve an advisor!
- Undergraduate advising needs improvement

### **BISCAYNE BAY CAMPUS**

- Add more courses/majors to the Biscayne Bay Campus – Campus equity
- Better cafeteria on Biscayne Campus/FIU cafeteria food quality will make a change. Fast food restaurants, and somehow, expensive for students/Better on-campus eating facilities
- More recreational activities, keep the game room open at Biscayne Bay Campus. Put a volleyball court and a badminton court at Biscayne Bay Campus.
- More social life on North Campus
- Offer more classes on the North Campus
- Too many classes and majors at Biscayne Campus. My daughter gets home between 9:15 – 10:00 pm most nights if not in class then on group projects for class.
- We need daycare in the Biscayne Bay campus – your enrollment will skyrocket if you provided such an important service
- Why does Biscayne Bay campus have a pool and not University Park, please consider!

### **CAREER PREPARATION**

- Adding computer art oriented classes to the Visual Arts department, such as graphic design courses. FIU claims to be a technologically advanced university and my son will not be able to compete with other graduates from other institutions who do have a background in graphic arts.
- Career advising
- Improve career counseling and placement services and expand beyond local community. This is a major state university.
- To give students more on hands training within their careers so when they graduate they have experience in their fields and can find jobs faster

### **COMMUNICATION/CUSTOMER SERVICE**

- Administration should begin to listen their students – they need to get more involved on campus
- Admissions/Registration staffs are lazy State Government employees. They give us a run around campus, stating I am waiting on such and such person. When we personally visited those people, we found them playing computer games or shooting breeze. They could not simply pick up the phone and follow up on that person for pending paperwork. FIU has become a particular ethnic group's stronghold (FIU main campus). You need to educate your own support staff [on] the value of diverse culture.
- Ask junior and senior students how can FIU become a better educator then do something risky – LISTEN.
- Better assistance in registration, admissions and counseling-advising
- Better trained and more honest counselors
- Communication and professionalism when being approached by student or parent
- Easier time in getting a counselor for registering



- FIU needs to improve their personnel in the departments of Advising, Financial Aid and Registration. The personnel seem clueless and very unhelpful to both of my daughters that attend the school. Additionally the School of Nursing has terrible personnel. Ms. (name) and (name) at the front desk have portrayed terrible attitudes and irresponsibility. I hope this can be corrected.
- FIU personnel should be more aware of potential problems to be able to offer solutions in a timely manner
- Improved academic counseling
- Keep up the good work I am impressed. When we decided for FIU we were skeptical with some reservations because the university was new and we thought about the problems all new institutions have to get stable. But now after two years of studies at FIU we are content and satisfied, we will recommend FIU without reservations. I am very proud of you.
- Make information for the students easier to understand, print flyers telling students 100% of the information he/she will need.
- More national exposure and propaganda advertising the schools of the university within the country, highlighting faculty and facilities
- More people that work there have to learn about other departments.
- Recruit more
- Students should be made aware of all changes on state test (CLAST, CLEP, SAT, ACT, etc...) and any changes on major requirements ASAP.
- Unhelpful administration
- Your entire University needs to be retrained. The people at the counters who have the most contact with the students have awful attitudes. They cause enough grief to make a student transfer.

### **CONCERN FOR STUDENTS**

- Concern for student and not the financial aspect the student will bring
- Greater attention to social needs of a commuter population.
- Much BETTER facilitation for learning for the Visual Arts. The main facility (W-10) that my son's art classes are held does not even have air conditioning. Now the summer semester is beginning and how will the environment in which he is working affect his performance?
- Students social life/skills
- True advocacy for disabled students. Discrimination against my son was met with advice to "knuckle under"/Provide reliable note takers for disabled students – I have had to be his note taker for at least two classes per semester. Not fair, I've lost my business to be his note taker.

### **FACULTY**

- Academic staff should be made to realize that FIU students are transient students who work and go to school. Assignments and expectations by professors should take this into consideration, not just fill their egos.
- Better monitoring of professors – some are more concerned with pushing their personal beliefs than teaching their subject material
- Bring professors that can actually teach and not just carry a Ph.D. in their resume

- Evaluate professors as to what they are teaching and how this info is being conveyed to students. Reevaluate classes to determine whether info is still relevant to student.
- Even though professionals teach many classes in the School of Architecture and are knowledgeable about their field, they do not have a clue as to how to teach. In elementary through high school teachers are required to be certified...but not on the college level?
- Get teachers that explain better, even though they know the material, not all students know the subject or material the teacher is teaching the students. In other words make a little bit easier to understand the subject.
- Hire more Ph.D.'s as teachers improving reputation and image as one of the best universities in the country
- Hire teachers who speak English and live in Miami
- Instructors that care about their students and help them become respectful humans.
- Professors should learn to lecture. Many professors walk into class, give out a worksheet and don't cover the area of which the tests will cover.
- Provide the students with better professors
- There should be more supervision of instructor's curriculum in core classes that assignments, level of material and grading be the same across the board

## **FINANCIAL AID/FEES**

- Availability of scholarships and aid
- Better grants and loan programs for resident students/Some form of discounts for families with multiple children attending FIU
- Books either not so expensive or get more back when it's time to sell them back. It is such a discouraging part of the campus experience. A lot of times, they won't even buy them back at all or for such a small amount.
- Bring costs down in regards to books, fees, and tuition by reassigning FIU's budgets into more cost efficient areas
- Different levels of dues, considering many do not have the time available to use what they're paying for.
- Education of financial aid services about different scholarships provided
- FIU forces students to pay for health services even when a student may be covered under parent's insurance
- Lower costs of books
- Lower fees
- Payments or tuition plan at least, installments in one semester. More financial aid and affordable student loans.

## **PARKING/TRANSPORTATION**

- Better parking and safety officers
- Covered walkways considering parking destinations
- Free parking
- I feel that the bus service should be able to come on campus
- I hear many complaints about parking during the day classes. Perhaps building a parking garage will help.
- Improve the parking situation

- I think it needs to have better coverage for students walking from cars to classes in the rain; more parking
- Less closing down of parking lots at the beginning of the semester
- Less parking restrictions
- Make more parking spaces and parking garage taller
- Maybe implement a shuttle bus service at University Park due to the long distance between buildings so students could make it to class on time
- More student parking
- Parking! The construction takes 5 times as long to build the Parking Garage as a New Building.
- Parking seems to be tight.
- Please settle the parking problems!
- Provide students with easier access to parking
- Shuttle service between campuses for Saturday classes and events

### **MISCELLANEOUS**

- Become more environmentally friendly
- Bigger facilities with better equipment for the physical therapy students
- Counseling
- Dorm assignment process needs improving. My daughter had roommates coming and going. And one showed up at night to take the place of one that had moved. She just unlocked the door and the other 3 did not know whom she was or that she was moving in. One had bill collectors constantly calling and coming to the dorm. The furniture was ripped and stained and there are not enough storage cabinets in the kitchen.
- Faculty and Staff
- Finish the construction already!
- Get rid of those who violate Honor Code – if there is one
- Give students in the Architectural School a better way of class chose [sic] to hurry their graduation date.
- Have more surveys for parents to get to know the school in more depth
- Improve moral values, give more importance to that issue because it's the main reason for future problems
- Improve the technology available to students
- Increase research and development
- Internship for Elementary Education should be done in a way that graduated students are able to start as a teacher in regular school schedule.
- In the education department, quit changing the rules in the middle of a degree plan
- It's a reverse problem Non-Latin students are outcast.
- Less group projects
- My parents did not send me to school. I sent myself and paid for it myself – so it was highly insulting to receive a letter addressed to them. Don't your statistics say that most of your students work and pay for their own education? Maybe the root of your problems begins with not knowing who your student body is.
- Need more computers in the Architecture department or the software they need (AUTOCAD) in other labs around the campus.

- Needs to work more on racial harmony, racial understanding and race relations. FIU divides the community into different ethnic groups creating bigotry, discrimination, & hate.
- Not enough computer labs
- Parents need to know more about student's life
- Please bring home a medical program, my son had to go abroad to study medicine. It will be a great addition to your already wonderful academia
- Raise admissions standards
- Sports
- The State of Florida is in need of more qualified teachers. Therefore, your College of Education needs to recruit good students with high SAT scores (over 1100) and make no exceptions for race and gender.
- To open its windows to USA and world and start becoming more international while keeping the academic experience high