

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



Research Report 2001-02
Survey of Graduating Seniors
Spring 2000

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Office of Planning & Institutional Effectiveness

The annual Senior Survey Report is a publication of the Institutional Research unit in the Office of Planning & Institutional Effectiveness. Institutional Research is the official source of University statistics. The unit provides statistical information to support decision-making processes within all academic and administrative units of Florida International University, the Faculty Senate, and different committees within FIU, the Board of Regents, state and federal agencies and professional and private organizations.

Institutional Research coordinates the collection of data, preparation of reports and submission of files. The office prepares and publishes research reports that reflect information gathered either from frozen or live files. Data files at FIU are frozen at the beginning, middle and end of each term. These frozen files are used to provide “snapshot” reports.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and other reports, visit our website at www.fiu.edu/~opie/cqis/index.htm or contact our office at 305 -348-2731, (FAX) 305 -348-1908, or University Park PC-543.

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EXECUTIVE SUMMARY OF GRADUATING SENIORS SURVEY SPRING 2000

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

The Graduating Seniors Survey was distributed to 1,635 students who were members of the graduating class of Spring 2000. The survey was returned by 552 seniors, for a response rate of approximately thirty-four percent. The comprehensive survey asked questions about the graduating seniors' satisfaction with Florida International University in various domains such as the quality and availability of faculty in his or her major, the quality and availability of courses, the quality and availability of academic advising and the quality of the libraries. The survey also questioned graduating seniors about the frequency of use and quality of services such as Counseling and Psychological Services, the Testing Center, Recreational Services, On-campus student employment and Health Services.

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

- Satisfaction with Overall Experience at FIU: Approximately 91% of respondent seniors indicated that they were satisfied with their overall FIU experiences (28% very satisfied, 63% satisfied).
- Academic Experience: Approximately 89% of the respondent seniors indicated that they had a positive academic experience (29% excellent, 60% good ratings).
- Challenged: Approximately 93% of respondent seniors agreed that they had been challenged to do the best that they could (50% most of the time, 43% some of the time).
- Recommend FIU: Approximately 92% of the respondent seniors reported that they would recommend FIU to a friend or relative considering college (55% without reservations, 37% with reservations).
- Satisfaction with Department of Major: 76% of senior respondents were satisfied with the department of their major (22% strongly agreed that they were satisfied, 54% agreed).
- Professors, in my major, were good teachers: Approximately 89% of respondent seniors agreed that their professors were good teachers (27% strongly agreed, 62% agreed).
- Professors, in my major, were available outside class: 78% of respondent seniors agreed that their professors were available outside class (21% strongly agreed, 57% agreed).

- Quality of other undergraduates: 74% of senior respondents gave the quality of their fellow students favorable ratings (11% excellent, 63% good).
- Responsiveness of FIU Administration to Student Academic Problems: Approximately 57% of senior respondents rated the administration as responsive to student problems (15% gave excellent ratings, 42% good).
- Responsiveness of FIU support services to students' needs: 53% of respondent seniors rated the responsiveness of FIU support services favorably (12% gave excellent ratings, 41% good).
- Courses, in my major, prepared me for employment: 74% of senior respondents agreed that their courses prepared them for employment (20% strongly agreed, 54% agreed).
- Courses, in my major, prepared me for graduate or professional school: 73% of senior respondents agreed that their courses prepared them for further study (19% strongly agreed, 54% agreed).

Highlights of Bivariate Analyses:

- To the extent that graduating seniors were satisfied overall with FIU, they also rated highly their academic experience ($r = .60, p < .001$).
- To the extent that graduating seniors agreed that they had been challenged to do their best, the seniors also rated highly their academic experience ($r = .55, p < .001$).
- To the extent that the graduating seniors rated their academic experience highly, they also were more likely to report that they would recommend FIU to friends and family considering college ($r = .51, p < .001$)

Strongest Predictors of Academic Experience:

- Extent Challenged To Do Best
- Extent of Ratings of Quality In Academic Advising in major

In general, the responses to the Graduating Student Survey were very informative and can point out areas that need improvement. Although graduating seniors seem to share a positive view of FIU, the survey responses direct attention to several areas that need improvement. According to the survey responses, there were many differences in perceptions and attitudes of FIU, among groups of students. A student's gender, racial/ethnic group, primary campus and choice of major often magnify these differences in perception and attitudes. FIU as an institution is leading the South and the nation in promoting diversity, but there are still areas that need improvement. It is not enough to look at past accomplishments, rather it is important to use the information gathered from our students to promote an even better atmosphere for future FIU students.

SUMMARY OF THE GRADUATING SENIORS SURVEY SPRING 2000

INTRODUCTION

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

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

METHODOLOGY

Sampling Design. Surveys were distributed, by staff members from the Registrar's office, in a packet of materials that accompanied each student's application for graduation. He or she was instructed to return the completed surveys to his or her respective college/school. In an effort to improve the response rate, additional surveys with self-addressed postage paid envelopes were distributed, by staff members from the Office of Institutional Research, to all graduating seniors present at the Spring 2000 graduation ceremonies. Five hundred fifty two seniors who were expected to graduate at the end of the Spring Semester responded to the survey, out of a graduating class of one thousand six hundred and thirty five, a response rate of approximately thirty four percent. Table 1 shows the number of Spring 2000 graduates by college, percentage of graduates by college, response rate by college and the respondents' gender by college. Appendix A provides the Graduating Students Survey, with tabulated responses for each question.

Based upon the response rate patterns, it is believed that this sample was not representative of the Spring 2000 graduating class. The response rates from each college varied widely from eight percent in the College of Architecture to approximately 97% for the School of Hospitality. Seniors from the College of Business were over represented in the survey responses. These seniors returned 36% of all surveys, but they represented about 24% of the graduating class. Arts and Sciences seniors were under represented in the survey responses. These seniors constituted 27% of the graduating class, but they returned only thirteen percent of all surveys. The College of Education was also under represented in the survey responses. These seniors comprised approximately fifteen percent of the graduating class, but they returned five percent of the surveys. In addition, male seniors were also under represented; males made up 40% of the graduating class, but they returned only 32% of the surveys.

Statistics. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 10.0. In general, a four or five point scale was used for the survey questions, with lower 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. Games-Howell significant tests are also reported for certain variables. The Games-Howell test is a post-hoc test used to determine significant relationships between two groups of a categorical variable such as gender, race or school. This particular test was used in an effort to control the overall error rate (the Games-Howell test was used instead of the traditional t –test, because it can test all possible pairs simultaneously using a preset overall error rate – this is a more stringent test than a t – test) and because it was believed that the variances of the categorical variables were heterogeneous.

TABLE 1.A.
COLLEGES OF SPRING 2000 SENIORS, RETURN RATES AND RETURN RATES BY GENDER*

FIU Colleges	Headcount Population of Spring 2000 Class			Surveys Returned By College		Returned Female Surveys		Return Rate of Surveys by College	(% of all returned) minus (% of Spring class)
	#	% female	% of Spring class	#	% of all returned	#	% of all returned	%	%
Architecture	25	52	1.5	2	0.4	2	100	8.0	-1.1
Arts and Sciences	436	62	26.7	70	12.9	39	56	16.1	-13.8
Business	390	54	23.9	195	35.8	107	55	50.0	+11.9
Education	239	86	14.6	27	5.0	25	93	11.3	-9.6
Engineering	86	9	5.3	12	2.2	1	8	14.0	-3.1
Health	146	86	8.9	71	13.1	57	80	48.7	+4.2
Hospitality Management	94	57	5.7	91	16.7	54	59	96.8	+11.0
Journalism	68	72	4.2	17	3.1	17	100	25.0	-1.1
Urban and Public Affairs	<u>151</u>	<u>65</u>	<u>9.2</u>	<u>59</u>	<u>10.8</u>	<u>37</u>	<u>63</u>	<u>39.1</u>	+1.6
	1635	60	100.0	544	100.0	339	68	34.3	

*For responses by racial/ethnic group see Table 4.A.2.

PRIMARY FINDINGS FROM THE 2000 SURVEY

A. Principal Indicators of Satisfaction with FIU

Introduction. Twelve principal indicators have been singled out as the most reliable measures of the graduating seniors' satisfaction with FIU. These measures include overall satisfaction with FIU and whether or not the respondent would recommend FIU to friends or relatives considering college and whether or not the respondent felt challenged at FIU, as well as questions about the department of his or her major, his or her attitudes toward professors' teaching and availability and questions about the responsiveness of the Administration and Support Services to student needs. In general, FIU students reported very positive attitudes toward FIU; however, positive responses to several important indicators decreased from responses in 1999. Only one hundred sixty-eight seniors participated in the 1999 survey; therefore, one must be careful in drawing conclusions when comparing responses from the 1999 and 2000 survey results. Graduating seniors' overall satisfaction with FIU increased by approximately five percent from 1999, (91% compared to 86% in 1999). The percentage of respondents who reported a positive academic experience at FIU, decreased three percent from 1999 (89% compared with 92% in 1999). Respondents who reported that they had been challenged at FIU decreased by two percent from 1999 (92% compared with 94% in 1999). There was also a decrease of six percent in the number of respondents who reported that they would recommend FIU to friends or relatives considering college (92% compared to 98% in 1999). Respondents were also less satisfied with the department of their major; satisfaction decreased eight percent from 1999 respondents (76% compared to 84% in 1999). There was a large increase of sixteen percent in the respondents' positive attitudes toward the teaching ability of their major professors (89% compared to 73% in 1999). There was also a notable increase in positive attitudes about the availability of professors outside of class (78% compared to 72% in 1999). Respondents also believed that other undergraduates at FIU were quality students more than survey respondents in 1999 (74% compared to 66% in 1999). Graduating seniors reported the largest increase, twenty percent, in positive responses toward the Administration's responsiveness to student academic problems (57% compared to 37% in 1999), still graduating students' ratings on this indicator were the lowest of the twelve principal indicators. Graduating seniors agreed more that their courses prepared them for employment and graduate or professional school than respondents in 1999 (employment - 74% compared to 61% in 1999; graduate or professional school – 73% compared to 64% in 1999). The following is a summary of graduating students' responses to the twelve principal indicators. A more descriptive analysis can be found on page twenty-one.

(You will find the percentage change from the 1999 survey findings in parentheses; the survey was substantially revised in 2000; therefore, some questions cannot be compared to last year's survey responses. The graduating seniors' responses were rounded to the nearest percent.)

- Satisfied with Overall Experience at FIU: Approximately 91% of respondent seniors indicated that they were satisfied with their overall FIU experiences (28% very satisfied, 63% satisfied). (+5%)
- Academic Experience: Approximately 89% of the respondent seniors indicated that they had a positive academic experience (29% excellent, 60% good ratings). (-3%)

- Challenged: Approximately 93% of respondent seniors agreed that they had been challenged to do the best that they could (50% most of the time, 43% some of the time). (-2%)
- Recommend FIU: Approximately 92% of the respondent seniors reported that they would recommend FIU to a friend or relative considering college (55% without reservations, 37% with reservations). (-6%)
- Satisfaction with Department of Major: 76% of senior respondents were satisfied with the department of their major (22% strongly agreed that they were satisfied, 54% agreed). (-8%)
- Professors, in my major, were good teachers: Approximately 89% of respondent seniors agreed that their professors were good teachers (27% strongly agreed, 62% agreed). (+16%)
- Professors, in my major, were available outside class: 78% of respondent seniors agreed that their professors were available outside class (21% strongly agreed, 57% agreed). (+6%)
- Quality of other undergraduates: 74% of senior respondents gave the quality of their fellow students favorable ratings (11% excellent, 63% good). (+8%)
- Responsiveness of FIU Administration to Student Academic Problems: Approximately 57% of senior respondents rated the administration as responsive to student problems (15% gave excellent ratings, 42% good). (+20%)
- Responsiveness of FIU support services to students' needs: 53% of respondent seniors rated the responsiveness of FIU support services favorably (12% gave excellent ratings, 41% good).
- Courses, in my major, prepared me for employment: 74% of senior respondents agreed that their courses prepared them for employment (20% strongly agreed, 54% agreed). (+13%)
- Courses, in my major, prepared me for graduate or professional school: 73% of senior respondents agreed that their courses prepared them for further study (19% strongly agreed, 54% agreed). (+9%)

B) Examples of Bivariate Relationships Showing Particularly Interesting and Strong Associations

- To the extent that graduating seniors were satisfied overall with FIU, they also rated highly their academic experience ($r = .60, p < .001$).
- To the extent that the graduating seniors were satisfied overall, they would also recommend FIU to their family and friends ($r = .55, p < .001$).

- To the extent that graduating seniors agreed that they had been challenged to do their best, the seniors also rated highly their academic experience ($r = .55, p < .001$).
- To the extent that the graduating seniors rated their academic experience highly, they also were more likely to report that they would recommend FIU to friends and family considering college ($r = .51, p < .001$)
- To the extent that graduating seniors were satisfied with the department of their major, they also agreed that the quality of courses at FIU prepared them for graduate school ($r = .50, p < .001$)

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

- Job interfered with course load (23%)
- Changed majors (15%)
- Took a semester off (14.5%)
- Had financial problems (11%)

D) Four Most Beneficial Sources of Academic Advisement

- Advisors in major (64%)
- SASS reports (53%)
- Friends (39%)
- Printed material including catalog (26%)

E) Strongest Predictors of Academic Experience

- Extent Challenged To Do Best
- Extent of Ratings of Quality In Academic Advising in major
- Extent of Ratings of Quality In Student Records
- Participant in Intramural Sports
- Participant in the Greek System

F) Differences Between Mean Findings for Gender Groups

Introduction. As was expected, there were a number of statistically significant differences between the item responses of the male and female seniors. The most important of these findings are grouped with similar items and are presented below.

Academics:

- Female seniors reported that they were more challenged at FIU than male seniors ($p < .001$)
- Female seniors rated their academic experience more positively than male seniors ($p = .001$)
- Female seniors rated the quality of other undergraduates more highly than male seniors ($p < .05$)

- Female seniors reported that General Education courses were more available to them than male seniors ($p < .05$)

Faculty Issues:

- Female seniors were more likely to report that their professors were available outside of class to help them than male seniors (80% vs. 76%; $p = .05$) and females were more satisfied with the fairness of course grading than males (84% vs. 76%; $p < .05$)

Extracurricular Activities:

- Male seniors were more likely to be involved in the Greek system than female seniors (14% vs. 7%; $p < .01$)
- Female seniors were more likely to be involved in Performing Arts than male seniors (9% vs. 3%; $p = .01$)

Services:

- Female seniors reported that the responsiveness of Student Support Services to student needs was better than male seniors ($p < .01$)
- Female seniors reported that they used the Biscayne Bay Campus library ($p < .01$) and SASS ($p < .05$) more often than male seniors

Reasons for Not Finishing Degree in Four Years:

- Male seniors were more likely than female seniors to report that they were not finishing their degree in four years because: male students had to withdraw more often during a semester (9% vs. 4%; $p < .05$), male students took a semester off more often (19% vs. 12%; $p < .05$), male students reported more often that their job interfered with their course load (30% vs. 19%; $p < .01$ - it was noted that the number of hours worked per week did not differ) and male students reported more often that they had financial problems (14% vs. 9%; $p < .05$)

G) Selected Differences In Mean Findings Among Racial/Ethnic Groups

Introduction. Because of the large number of survey responses, it would be very time consuming to examine individual responses to each survey item. However, each student voice is important. When each individual is placed into a category or group, each individual voice carries more weight than when students are examined as a whole, homogeneous group. In an environment rich in diversity, such as FIU, it is important to examine similarities and differences in attitudes and perceptions among group members. FIU is one of very few institutions, nationally, that has a majority Hispanic population (51%). Not only are Hispanic students in the majority, but also there are more than two times as many Hispanic students as White (non-Hispanic) students (21%) and more than three times as many Hispanic students as Black/African American students (14%). While realizing that there may always be differences in attitudes and perceptions among racial/ethnic groups, it is important for FIU to serve all groups. While the survey respondents were not representative of the senior class by college/school, the respondents were representative of the different racial groups at FIU and some important conclusions can be drawn from their responses.

Some important similarities existed among the racial/ethnic groups. For each of the twelve principal indicators, there were no significant differences among racial/ethnic groups. That is there were no differences in: overall satisfaction with FIU, attitudes about academic experience, degree to which they felt challenged to do their best, type of recommendation of FIU they would give to others, degree of satisfaction with the department of their major, the extent to which they agreed that professors in their major were good teachers, the extent to which they agreed that professors in their major were available outside of class, the perceived quality of other undergraduate students, the perceived responsiveness of the FIU Administration to student academic problems, the perceived responsiveness of the Support Services to student needs, the extent to which they believed that courses in their major prepared him or her for employment and the extent to which they believed that courses in their major prepared them for graduate or professional school. In a relatively large sample, we would expect some mean differences in responses of the different racial/ethnic groups to the survey items and indeed there were some significant differences found. Table 2.A. (p. 12) presents information on demographic items, with a written analysis below each item. Table 2.B. (p. 13) provides more information about differences in survey item responses. These items are grouped with similar items and additional statistical analyses are also presented. The tables are followed by written summaries of the most important differences among racial/ethnic groups.

Table 2.A.

DIFFERENCES IN MEAN FINDINGS AMONG RACIAL/ETHNIC GROUPS: DEMOGRAPHIC INFORMATION

	<u>Number of Responses</u>					<u>Totals</u>
	<u>Asian</u>	<u>Black/AA*</u>	<u>Hispanic</u>	<u>White**</u>	<u>International Students/Non-Resident Aliens</u>	
1. Entering Status:						
Recent high school graduate	6	18	89	12	6	131
Community College Transfer	18	58	191	83	27	379
Other	<u>3</u>	<u>2</u>	<u>13</u>	<u>7</u>	<u>5</u>	<u>30</u>
Totals	27	78	293	102	38	540

Hispanic students entering FIU were significantly more likely than White students to be a recent high school graduate ($p < .001$).

2. Hours Employed Per Week:						
Over 35 hours per week	7	28	94	38	6	173
Employed 21-34 hours	6	33	99	15	5	158
Employed 11-20 hours	11	10	59	23	8	111
Employed 1-10 hours	1	2	10	8	4	25
Not Employed	<u>2</u>	<u>5</u>	<u>43</u>	<u>18</u>	<u>15</u>	<u>83</u>
Totals	27	78	305	102	38	550

There were no significant differences for hours employed per week for Asian, Black/AA, Hispanic or White students.

3. Overall GPA:						
2.0 – 2.4	0	0	7	0	0	7
2.5 – 2.9	7	38	88	18	7	158
3.0 – 3.4	13	23	125	41	19	221
3.5 – 4.0	<u>7</u>	<u>15</u>	<u>70</u>	<u>41</u>	<u>12</u>	<u>145</u>
Totals	27	76	290	100	38	531

White seniors reported a significantly higher GPA than Black /AA ($p < .01$) and Hispanic ($p < .001$) seniors. International Students/Non Resident Aliens reported a significantly higher GPA than Black/AA seniors ($p < .05$).

4. Age						
< 24	13	25	141	41	14	234
24 – 29	8	31	116	29	21	205
30 – 39	2	17	28	12	3	62
40 – 49	1	1	4	13	0	19
> 50	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>0</u>	<u>7</u>
Totals	25	75	290	99	38	527

Hispanic seniors reported that they were significantly younger than white students ($p < .01$).

5. Highest degree expected to obtain:						
None	1	12	14	11	2	40
Masters degree	19	42	175	60	26	322
Specialist degree	0	3	23	7	2	35
Doctorate	<u>7</u>	<u>18</u>	<u>67</u>	<u>20</u>	<u>5</u>	<u>117</u>
Totals	27	75	279	98	35	514

There were no significant differences reported for this item.

6. Gender:						
Female	13	61	177	69	21	341
Male	<u>14</u>	<u>17</u>	<u>128</u>	<u>33</u>	<u>17</u>	<u>209</u>
Totals	27	78	305	102	38	550

For the seniors who reported their gender, females made up a significantly larger percentage of Black/AA seniors than Hispanic seniors ($p < .01$).

*Black/African American

**White, not Hispanic

Table 2.B.

SELECTED MEAN DIFFERENCES AMONG RACIAL/ETHNIC GROUPS

There were a number of overall significant differences among the mean findings for the racial/ethnic groups at FIU. Further post-hoc analyses were performed using Games-Howell tests between each pair of groups. (Note - American Indian and Hawaiian/Pacific Islander students were not included in these analyses because there were too few responses.

	<u>Means</u>	<u>Overall F-Value (degrees of freedom)</u>	<u>Games-Howell Significance (p)</u>
Services:			
Used University Park Library (1 = Frequently to 4 = Never)			
Black/AA	2.34	11.06 (512)	< .001
Hispanic	1.74 (used significantly more)		
White	2.42		
Used Biscayne Bay Library (1 = Frequently to 4 = Never)			
Black/AA	2.01 (used significantly more)	13.31 (523)	< .001
Hispanic	3.12		
White	2.95		
Quality of Biscayne Bay Library (1 = Excellent to 5 = Don't Know)			
Black/AA	2.53 (rated significantly higher)	5.68 (494)	< .001
Hispanic	3.54		
White	3.57		
Used Recreational Services (1 = Frequently to 4 = Never)			
Hispanic	2.99 (used significantly more)	4.89 (531)	< .001
White	3.42		
Used Academic Advising in their Major (1 = Frequently to 4 = Never)			
Black/AA	1.54 (used significantly more)	5.70 (532)	< .001
Hispanic	2.02		
White	2.09		
Reasons for not finishing Degree in Four Years: (1 = Yes, 2 = No)			
Took a semester off			
Asian	2.0 (less likely)	6.37 (546)	< .001
Hispanic	1.88		
White	1.71		
Job Interfered with Course Load			
Black/AA	1.87	4.31 (546)	< .001
International Students/Non-Residents	1.95		
White	1.66 (more likely)		
Hispanic	1.75	4.31 (546)	< .001
International Students/Non-Residents	1.95		
Family or Personal Problems			
Hispanic	1.91 (more likely)	2.91 (546)	< .001 (Both H & W)
International Students/Non-Residents	2.00		
White	1.81 (more likely)		

Written Summary of Selected Differences In Mean Findings Among Racial/Ethnic Groups

Services (see Table 2.B.):

- Hispanic seniors reported that they used the University Park library more often than Black/African American and White seniors ($\underline{M} = 1.74$ vs. $\underline{M} = 2.34$ and $\underline{M} = 2.42$, respectively)
- Black/African American seniors reported that they used the Biscayne Bay library more often than Hispanic and White seniors ($\underline{M} = 2.01$ vs. $\underline{M} = 3.12$ and $\underline{M} = 2.95$, respectively) and rated the quality of the Biscayne Bay library more highly than Hispanic and White seniors ($\underline{M} = 2.53$ vs. $\underline{M} = 3.54$ and $\underline{M} = 3.57$, respectively)
- Hispanic seniors reported that they used Recreational services more often than White seniors ($\underline{M} = 2.99$ vs. $\underline{M} = 3.42$)
- Black/African American seniors reported that they used Academic Advising in their major more often than Hispanic and White seniors ($\underline{M} = 1.54$ vs. $\underline{M} = 2.02$ and $\underline{M} = 2.09$, respectively)

Reasons For Not Finishing Degree in Four Years (see Table 2.B.):

- Asian seniors were less likely to report that they had taken a semester off than Hispanic and White seniors ($\underline{M} = 2.0$ vs. $\underline{M} = 1.88$ and $\underline{M} = 1.71$, respectively)
- White seniors were more likely to report that their job interfered with their course load than Black/African American and International Students/Non-Resident Aliens seniors ($\underline{M} = 1.66$ vs. $\underline{M} = 1.87$ and $\underline{M} = 1.95$, respectively)
- Hispanic seniors were more likely to report that their job interfered with their course load than International Students/Non-Resident Aliens seniors ($\underline{M} = 1.75$ vs. $\underline{M} = 1.95$)
- Hispanic ($\underline{M} = 1.91$) and White ($\underline{M} = 1.81$) seniors were more likely to report that they did not finish their degree in four years because they had personal or family problems than International Students/Non-Resident Aliens ($M = 2.00$) seniors

H) SELECTED DIFFERENCES IN MEAN FINDINGS FOR BISCAYNE BAY AND UNIVERSITY PARK CAMPUSES

Introduction. As with racial/ethnic groups, the respondent seniors were also classified according to their primary campus of attendance. The seniors were asked to indicate at which campus they took the majority of their coursework. If the seniors indicated that they took an equal number of courses at more than one campus or did not indicate a primary campus, they were dropped from this part of the analysis ($N = 18$).

Some important similarities existed among the campus groups. For most of the twelve principal indicators, there were no significant differences among seniors from the three campuses. There were no differences in: overall satisfaction with FIU, degree of satisfaction with the department of their major, the extent to which they agreed that professors in their major were good teachers, the extent to which they agreed that professors in their major were available outside of class, the perceived quality of other undergraduate students, the perceived responsiveness of the FIU Administration to student academic problems, the perceived responsiveness of the Support Services to student needs, the extent to which they believed that courses in their major prepared them for employment and the extent to which they believed that courses in their major prepared them for graduate or professional school. Because of the small number of students who represented the Broward site, further analysis examined seniors from only the two larger campuses: Biscayne Bay and University Park. There were a number of significant differences between the responses of seniors from the Biscayne Bay and University Park campuses to the survey items. In general, seniors from the Biscayne Bay campus were more satisfied with FIU than seniors from University Park. Table 3.A. (p. 16) presents information on demographic items, with a written analysis below each item. Table 3.B. (p.17) provides additional information about differences in survey item responses. These items are grouped with similar items and additional statistical analyses are also presented. These tables are followed by written summaries of the most important differences between the two campuses.

Table 3.A.

DIFFERENCES IN MEAN FINDINGS FOR CAMPUSES: DEMOGRAPHIC INFORMATION

	Number of Responses			Total
	UP Campus*	BB Campus**	Broward Campus	
1. Entering Status:				
Recent high school graduate	102	25	0	131
Community College Transfer	251	111	4	366
Other	<u>17</u>	<u>11</u>	<u>1</u>	<u>29</u>
Totals	370	147	5	526

The University Park seniors reported that they were more likely to have entered FIU as a recent high school graduate ($p < .05$).

2. Hours Employed Per Week:				
Over 35 hours per week	114	52	2	168
Employed 21-34 hours	109	43	1	153
Employed 11-20 hours	77	30	1	108
Employed 1-10 hours	18	7	0	25
Not Employed	<u>64</u>	<u>15</u>	<u>1</u>	<u>80</u>
Totals	382	147	5	534

There were no significant differences, by campus, in hours employed per week.

3. Overall GPA:				
2.0 – 2.4	6	1	0	7
2.5 – 2.9	106	47	1	154
3.0 – 3.4	155	58	2	215
3.5 – 4.0	<u>99</u>	<u>39</u>	<u>2</u>	<u>140</u>
Totals	366	145	5	516

There were no significant differences, by campus, in overall GPA.

4. Age				
< 24	165	58	3	234
24 – 29	147	52	1	200
30 – 39	32	28	1	61
40 – 49	13	5	0	18
> 50	<u>6</u>	<u>1</u>	<u>0</u>	<u>7</u>
Totals	363	144	5	520

There were no significant differences, by campus, in the age of the seniors.

5. Highest Degree Desired				
None	14	24	2	40
Masters degree	219	88	1	308
Specialist degree	28	6	1	35
Doctorate	<u>90</u>	<u>25</u>	<u>1</u>	<u>116</u>
Totals	351	143	5	499

University Park seniors reported that they were significantly more likely than Biscayne Bay seniors to want to seek an advanced degree ($p < .01$).

6. Race				
Asian	14	12	0	26
Black/African American	28	43	1	72
Hawaiian/Pacific Islander	1	0	0	1
Hispanic	257	44	0	301
I. S/N-R. Alien	21	17	0	38
White	<u>61</u>	<u>31</u>	<u>4</u>	<u>96</u>
Totals	382	147	5	534

Graduating seniors reported that compared to Biscayne Bay campus, the University Park campus had a significantly smaller proportion of Asian, Black/AA, White and International students and a larger proportion of Hispanic students ($p < .001$).

7. Gender				
Male	154	46	2	202
Female	<u>228</u>	<u>101</u>	<u>3</u>	<u>332</u>
Totals	382	147	5	534

There were no significant differences, by campus, in the gender of the respondent seniors.

*University Park; **Biscayne Bay

Table 3.B.
SELECTED SIGNIFICANT MEAN DIFFERENCES BETWEEN BISCAYNE BAY AND UNIVERSITY PARK CAMPUSES

There were a number of overall significant differences between the mean findings for the two larger campus groups at FIU. Further post-hoc analyses were performed using Games-Howell tests between the groups. Levels of significance are noted by * for significance at the .05 level, ** for significance at the .01 level and *** for significance at the .001 level. (Note - Broward students were not included in these analyses because there were too few responses).

	<u>Means</u>	
	<u>UP</u>	<u>BB</u>
Satisfaction:		
(1 = Yes, without reservations to 4 = No, under no circumstances)		
Would you recommend FIU to a friend or relative considering college?	1.60*	1.44* (more like to recommend)
(1 = Excellent to 4 = Poor)		
How would you rate academic experience?	1.91*	1.78* (rated higher)
Faculty: (1 = Yes, 2 = No)		
Could you ask for a letter of recommendation from a Faculty member?	1.32***	1.13*** (more likely to be able to ask)
Could you ask for advice about career decisions from a Faculty member?	1.26***	1.09*** (more likely to be able to ask)
Could you ask for advice about personal decisions from a Faculty member?	1.61**	1.47** (more likely to be able to ask)
Advising: (1 = Frequently to 4 = Never)		
Used academic advising in your major?	2.04***	1.62*** (used more)
(1 = Yes, 2 = No)		
Beneficial advising from advisors in major	1.41***	1.25*** (more likely to say yes)
(1 = Strongly Agree to 5 = Not Sure)		
In general the advisors were helpful	2.14***	1.80*** (more likely to agree)
Advisors were available when needed	2.43***	2.08*** (more likely to agree)
The advice I received was useful for career goals	2.38*	2.11* (more likely to agree)
Didn't graduate in four years because: (1 = Yes, 2 = No)		
My job interfered with my course load	1.74**	1.86** (more likely to say no)
I had financial problems	1.86***	1.98*** (more likely to say no)
My required courses weren't available	1.93**	1.99** (more likely to say no)

Written Summary of Selected Differences in Mean Findings by Biscayne Bay and University Park Campuses

Faculty (see Table 3.B.):

- Biscayne Bay seniors reported that they were more likely: to be able to ask for a letter of recommendation from a faculty member (\underline{M} = 1.13 vs. \underline{M} = 1.32), to be able to ask for career advice from a faculty member (\underline{M} = 1.09 vs. \underline{M} = 1.26) and to be able to ask for personal advice from a faculty member (\underline{M} = 1.47 vs. \underline{M} = 1.61) than University Park seniors

Advising (see Table 3.B.):

- Biscayne Bay seniors were more likely to report that they had used academic advising in their major than University Park seniors (\underline{M} = 1.62 vs. \underline{M} = 2.04)

- Biscayne Bay seniors were more likely to report that they had received beneficial advising from advisors in their major than University Park seniors ($\underline{M} = 1.25$ vs. $\underline{M} = 1.41$)
- Biscayne Bay seniors were more likely to report that the advisors were helpful ($\underline{M} = 1.80$ vs. 2.14) and more available when needed ($\underline{M} = 2.08$ vs. $M = 2.43$) than University Park seniors

Reasons For Not Finishing Degree in Four Years (see Table 3.B.):

- University Park seniors reported that they had not finished their degree in four years because: their jobs interfered with their course loads ($\underline{M} = 1.74$ vs. $\underline{M} = 1.86$), they had more financial problems ($\underline{M} = 1.86$ vs. $\underline{M} = 1.98$) and that their required courses were not available ($\underline{M} = 1.93$ vs. $\underline{M} = 1.99$) significantly more often than Biscayne Bay seniors

D) SELECTED DIFFERENCES IN MEAN FINDINGS AMONG COLLEGES/SCHOOLS

Introduction. The respondent seniors were also classified into the Schools to which their major department belonged, so that the similarities and differences among seniors from each school could be analyzed. Seniors from the College of Architecture were not included in further analysis because of the small number of seniors who returned the survey.

The senior respondents from the eight schools did not significantly differ in their responses to the following items: I was provided opportunities to develop appropriate computer skills in my major; Lower division courses adequately prepared me for upper division courses; Courses in other departments (but required by my major) were available to me; How often have you used SASS; How much did FIU contribute to your ability to speak effectively; How much did FIU contribute to your leadership ability; How much did FIU contribute to improving your computational skills; How much did FIU contribute to your ability to solve analytical problems; and Rate the quality of admissions.

There were a number of significant differences among the responses of seniors from different schools to the survey items. Tables 4.A1. and 4.A.2. (p. 19-20) provide demographic items, with a written analysis below each item. There were too many differences among the senior respondents from the eight different schools to elaborate on each one; however, Tables 4.B.1. and 4.B.2. (p. 21-22) provide additional information about selected differences. These items are grouped with similar items and additional statistical analyses are also presented. These tables are followed by written summaries of the most important differences among schools.

Table 4.A.1.

DIFFERENCES IN MEAN FINDINGS BY COLLEGE/SCHOOL: DEMOGRAPHIC INFORMATION

ARCH = Architecture, A&S = Arts & Sciences, BUS = Business, ED = Education, ENG = Engineering, HS = Health Sciences, HM = Hospitality Management, JOUR = Journalism, U&PA = Urban & Public

There were a number of overall significant differences in the mean findings among schools at FIU. Further post-hoc analyses were performed using Games-Howell tests between each pair of groups. Levels of statistical significance are noted by * for significance at the .05 level, ** for significance at the .01 level and *** for significance at the .001 level.

	ARCH	A&S	BUS	ED	ENG	HS	HM	JOUR	U&PA	TOTALS
1. Entering Status:										
Recent High School graduate	1	19	52	11	3	16	17	1	8	128
Transfer from Community College	1	35	136	15	9	51	64	15	49	375
Other	<u>0</u>	<u>6</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>10</u>	<u>1</u>	<u>2</u>	<u>29</u>
Totals	2	60	194	27	12	70	91	17	59	532

There were no significant differences, by school, in entering status.

2. Hours Employed Per										
Employed over 35 hours	0	24	68	6	1	12	32	1	26	170
Employed 21 – 34 hours	2	19	55	5	1	25	19	12	20	158
Employed 11 – 20 hours	0	15	30	11	6	17	26	1	3	109
Employed 1 – 10 hours	0	6	3	2	2	6	6	0	0	25
Not Employed	<u>0</u>	<u>6</u>	<u>39</u>	<u>3</u>	<u>2</u>	<u>11</u>	<u>8</u>	<u>3</u>	<u>10</u>	<u>82</u>
Totals	2	70	195	27	12	71	91	17	59	544

There were no significant differences, by school, in hours employed per week.

3. Overall GPA										
2.0 – 2.4	0	0	3	0	0	2	1	0	1	7
2.5 – 2.9	0	18	68	3	1	23	24	11	8	156
3.0 – 3.4	1	24	90	10	7	25	33	6	23	219
3.5 – 4.0	<u>1</u>	<u>27</u>	<u>23</u>	<u>14</u>	<u>4</u>	<u>20</u>	<u>31</u>	<u>0</u>	<u>25</u>	<u>145</u>
Totals	2	69	184	27	12	70	89	17	57	527

Arts & Sciences **, Education*, Hospitality Management* and Urban & Public Affairs*** seniors had significantly higher GPAs than Business seniors. Arts & Sciences***, Education***, Engineering*, Health Sciences*, Hospitality Management*** and Urban & Public Affairs*** seniors had significantly higher GPAs than Journalism seniors.**

4. Age										
< 24	1	22	93	17	5	27	50	3	15	233
24 – 29	1	33	71	3	6	27	27	12	22	202
30 – 39	0	9	17	2	1	9	7	2	15	62
40 – 49	0	1	3	3	0	4	5	0	3	19
> 50	<u>0</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>7</u>
Totals	2	67	185	27	12	67	89	17	57	523

Business and Hospitality Management* seniors reported that they were significantly younger than Urban & Public Affairs seniors.**

5. Highest Degree Expected to Obtain										
None	0	0	11	0	1	3	11	12	2	40
Masters degree	2	20	140	17	9	39	56	4	30	317
Specialist Degree	0	8	7	6	0	1	4	0	9	35
Doctorate	<u>0</u>	<u>37</u>	<u>21</u>	<u>4</u>	<u>2</u>	<u>25</u>	<u>17</u>	<u>0</u>	<u>12</u>	<u>118</u>
Totals	2	65	179	27	12	68	88	16	53	510

Arts & Sciences seniors reported that they expected to earn significantly higher degrees than Business*, Education**, Engineering*, Health Sciences*, Hospitality Management***, Journalism*** and Urban & Public Affairs* seniors. Health Sciences seniors reported that they expected to earn significantly higher degrees than Business* seniors. Education* and Health Sciences** seniors reported that they expected to earn significantly higher degrees than Journalism students.**

Table 4.A.2.

RACE AND GENDER DIFFERENCES BY COLLEGE/SCHOOL: DEMOGRAPHIC INFORMATION

ARCH = Architecture, A&S = Arts & Sciences, BUS = Business, ED = Education, ENG = Engineering, HS = Health Sciences, HM = Hospitality Management, JOUR = Journalism, U&PA = Urban & Public

	<u>Number of Responses</u>									
	ARCH	A&S	BUS	ED	ENG	HS	HM	JOUR	U&PA	TOTALS
6. Race										
Asian	0	1	6	2	2	6	9	0	1	27
Black/African American	0	10	17	1	2	15	8	11	14	78
Hawaiian/Pacific Islander	0	0	1	0	0	0	0	0	1	2
Hispanic	2	47	120	16	6	41	32	3	32	299
I. S. /N. – R. Aliens	0	3	15	0	1	1	15	1	1	37
White	<u>0</u>	<u>9</u>	<u>36</u>	<u>8</u>	<u>1</u>	<u>8</u>	<u>27</u>	<u>2</u>	<u>10</u>	<u>101</u>
Totals	2	70	195	27	12	71	91	17	59	544

There were too many significant differences, in the distributions of race by school, to elaborate on each one. The respondents to this survey were predominately Hispanic, with a large number of Hispanic respondents coming from Business.

7. Gender

Male	0	31	87	2	11	14	37	0	22	204
Female	<u>2</u>	<u>39</u>	<u>108</u>	<u>25</u>	<u>1</u>	<u>57</u>	<u>54</u>	<u>17</u>	<u>37</u>	<u>340</u>
Totals	2	70	195	27	12	71	91	17	59	544

There were too many significant differences, by gender, to elaborate on each one. The respondents to this survey were predominately female, with a large number of female respondents coming from Business.

Table 4.B.1.
SELECTED MEAN DIFFERENCES BY COLLEGE/SCHOOL

There were a number of overall significant differences in the mean findings among the schools at FIU. Further post-hoc analyses were performed using Games-Howell tests between each pair of groups. (Note – Architecture students were not included in these analyses because there were too few responses).

	Means	Overall F-Value (degrees of freedom)	Games- Howell Significance (p)
Challenged To Do Their Best			
Arts and Sciences	1.81	4.29 (533)	< .001
Business	1.72		< .001
Hospitality Management	1.60		< .001
Journalism	1.12 (more challenged)		
Business	1.72	4.29 (533)	< .001
Urban & Public Affairs	1.31 (more challenged)		
Likelihood of Recommending FIU			
Arts & Sciences	1.37	5.97 (519)	< .001
Business	1.77 (less likely)		
Urban & Public Affairs	1.25		
Academic Experience			
Business	1.98		< .001
Journalism	1.29 (rated more highly)		
Satisfied that Major Department Met Goals and Objectives			
Business	2.60 (less satisfied)	6.35 (522)	< .001
Hospitality Management	1.90		
Journalism	2.06		
Urban & Public Affairs	1.80		
Faculty Issues:			
Letter of Recommendation from Faculty			
Arts & Sciences	1.09	14.81 (526)	< .001
Business	1.49 (less likely to be able to ask for LOR)		
Education	1.11		
Engineering	1.00		
Hospitality Management	1.09		
Urban & Public Affairs	1.14		
Engineering	1.00		
Journalism	1.00		
Health Sciences	1.25 (less likely to be able to ask for LOR)		
Career Advice from Faculty			
Arts & Sciences	1.12	9.34 (513)	< .001
Business	1.38 (less likely to be able to ask for advice)		
Health Sciences	1.09		
Hospitality Management	1.07		
Urban & Public Affairs	1.09		
Professors are good teachers			
Arts & Sciences	1.58 (more likely to agree)		
Business	2.04	4.78 (519)	< .001
Professors available outside of class			
Business	2.28	3.25 (530)	< .001
Hospitality Management	1.90 (more likely to agree)		

Table 4.B.2.
SELECTED MEAN DIFFERENCES BY COLLEGE/SCHOOL continued

There were a number of overall significant differences in the mean findings among the schools at FIU. Further post-hoc analyses were performed using Games-Howell tests between each pair of groups. (Note – Architecture students were not included in these analyses because there were too few responses).

	Means	Overall F-Value (degrees of freedom)	Games- Howell Significance (p)
Quality Issues:			
Quality of courses prepared me for employment			
Business	2.33	13.20 (529)	< .001
Education	1.48		< .001
Health Sciences	2.32		< .001
Hospitality Management	1.90		< .001
Journalism	4.18 (less likely to agree)		
Urban & Public Affairs	1.98		< .001
Quality of courses prepared me for graduate or professional school			
Business	2.71 (less likely to agree)		
Hospitality Management	2.12		< .001
Urban & Public Affairs	2.03		< .001

Written Summary of Selected Mean Differences in Findings by College/School

Satisfaction (see Table 4.B.1)

- Journalism seniors ($\underline{M} = 1.12$) reported being more challenged to do their best than Arts and Sciences ($\underline{M} = 1.81$), Business ($\underline{M} = 1.72$) and Hospitality Management ($\underline{M} = 1.60$) seniors
- Urban and Public Affairs seniors reported being more challenged to do their best than Business seniors ($\underline{M} = 1.31$ vs. $\underline{M} = 1.72$)
- Business seniors ($\underline{M} = 1.77$) were less likely to recommend FIU to friends or relatives considering college than Arts and Sciences ($\underline{M} = 1.37$) and Urban and Public Affairs ($\underline{M} = 1.25$) seniors
- Journalism students rated their academic experience more highly than Business seniors ($\underline{M} = 1.29$ vs. $\underline{M} = 1.99$)
- Business seniors ($\underline{M} = 2.60$) were less satisfied with how well their major department met their goals and objectives than Hospitality Management ($\underline{M} = 1.90$), Journalism ($\underline{M} = 2.06$) and Urban & Public Affairs ($\underline{M} = 1.80$) seniors

Faculty Issues (see Table 4.B.1.):

- Business seniors ($\underline{M} = 1.49$) reported that they were less likely to be able to ask for a letter of recommendation from a faculty member than Arts and Sciences ($\underline{M} = 1.09$), Education ($\underline{M} = 1.11$), Engineering ($\underline{M} = 1.00$), Hospitality Management ($\underline{M} = 1.09$) and Urban and Public Affairs ($\underline{M} = 1.14$) seniors
- Engineering ($\underline{M} = 1.00$) and Journalism ($\underline{M} = 1.00$) seniors reported that they were more likely to be able to ask for a letter of recommendation from a faculty member than Health Sciences seniors ($\underline{M} = 1.25$)
- Business seniors ($\underline{M} = 1.38$) reported that they were less likely to be able to ask for career advice from a faculty member than Arts and Sciences ($\underline{M} = 1.12$), Health Sciences ($\underline{M} = 1.09$), Hospitality Management ($\underline{M} = 1.07$) and Urban and Public Affairs ($\underline{M} = 1.09$) seniors

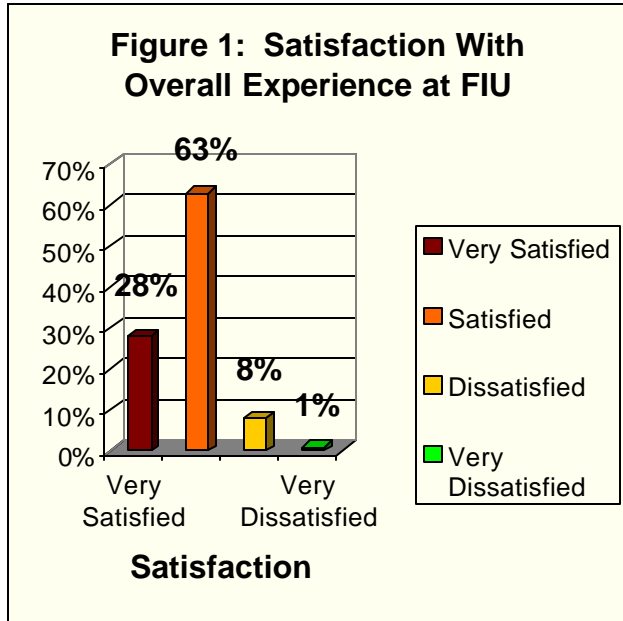
- Arts and Sciences seniors were more likely to agree that their professors were good teachers than Business seniors ($\underline{M} = 1.58$ vs. $\underline{M} = 2.04$)
- Hospitality Management seniors were more likely to agree that their professors were available outside of class than Business seniors ($\underline{M} = 1.90$ vs. $\underline{M} = 2.28$)

Quality Issues (see Table 4.B.2.):

- Journalism seniors ($\underline{M} = 4.18$) were less likely to agree that the quality of courses they took prepared them for employment than Business ($\underline{M} = 2.33$), Education ($\underline{M} = 1.48$), Health Sciences ($\underline{M} = 2.32$), Hospitality Management ($\underline{M} = 1.90$) and Urban & Public Affairs ($\underline{M} = 1.98$) seniors
- Business ($\underline{M} = 2.71$) seniors were more likely to agree that the quality of courses they took prepared them for graduate or professional school than Hospitality Management ($\underline{M} = 2.12$) and Urban & Public Affairs ($\underline{M} = 2.03$) seniors

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

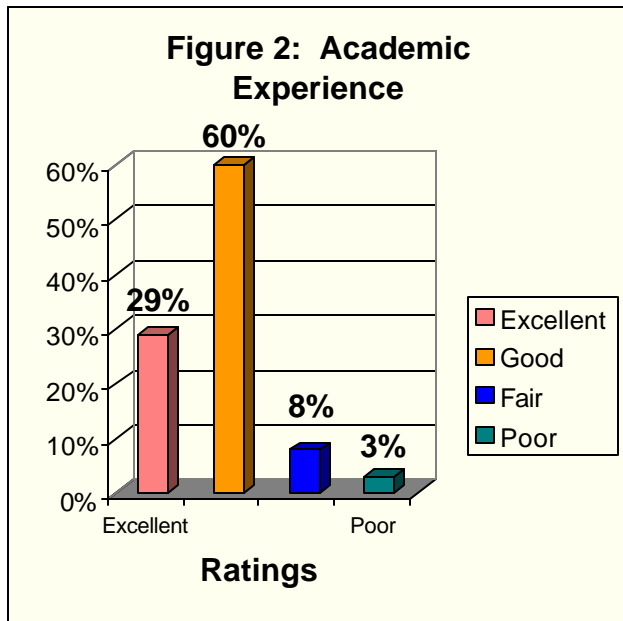
Overall Satisfaction.



The findings in Figure 1 indicate that 91% of seniors were satisfied overall at FIU: 28% of graduating seniors reported that they were very satisfied, 63% were satisfied. Nine percent of seniors reported that they were dissatisfied with their overall experience at FIU: 8% of graduating seniors reported being dissatisfied and 1% reported being very dissatisfied.

Correlations: To the extent that seniors were satisfied with FIU, they also rated academic experience more highly ($r = .60, p < .001$), would recommend FIU to others ($r = .55, p < .001$), reported that professors in their major were good teachers ($r = .42, p < .001$), reported that they were challenged to do their best ($r = .41, p < .001$) and reported that they were satisfied with how well their major department met their goals and objectives ($r = .39, p < .001$).

Academic Experience.

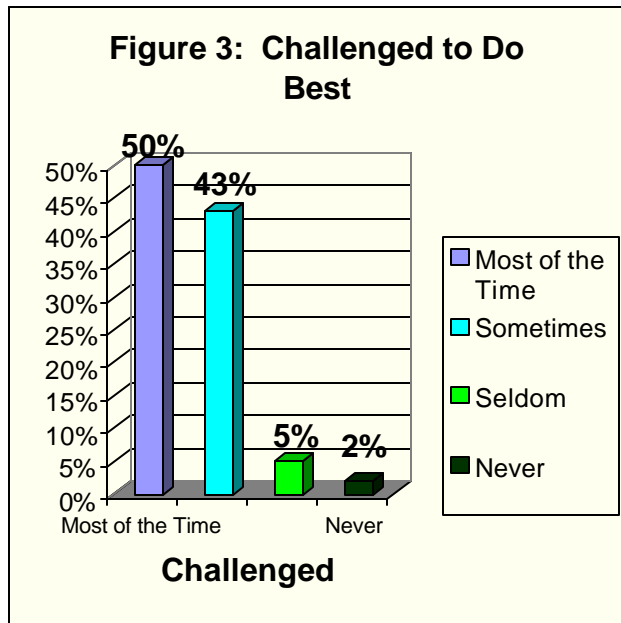


The findings in Figure 2 indicate that 89% of graduating seniors reported a positive academic experience: 29% rated their academic experience as excellent, while 60% rated their academic experience as good. Eleven percent of graduating seniors reported that their academic experience at FIU was negative: 8% rated their academic experiences as fair, and 3% rated their academic experience as poor.

Correlations: To the extent that the graduating seniors rated their academic experience highly, they also were satisfied overall at FIU ($r = .60, p < .001$), were challenged to do their best ($r = .55, p < .001$) and reported that they would be likely to recommend FIU ($r = .51, p < .001$). Graduating seniors who rated academic experience highly

believed that their major professors were good teachers ($r = .47, p < .001$) and also rated highly the responsiveness of FIU Support Services to undergraduate student needs ($r = .46, p < .001$).

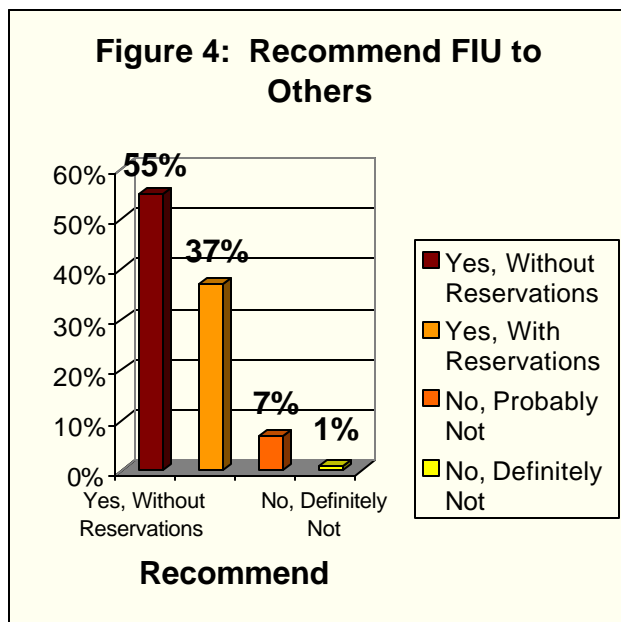
Challenged to Do Their Best.



The findings depicted in Figure 3 indicate that 93% of graduating seniors reported that they were challenged to do their best at FIU: 50% reported that they were challenged to do their best most of the time, an additional 43% reported that they were challenged sometimes. Seven percent of graduating seniors reported that they were not challenged to do their best at FIU: 5% reported that they were seldom challenged, and another 2% reported that they had never been challenged.

Correlations: To the extent that graduating seniors were challenged, they also rated highly their academic experiences ($r = .55, p < .001$), would recommend FIU to others ($r = .49, p < .001$), were satisfied overall with FIU ($r = .41, p < .001$), and rated highly the responsiveness of FIU Support Services to student needs ($r = .37, p < .001$).

Recommend FIU to Others.

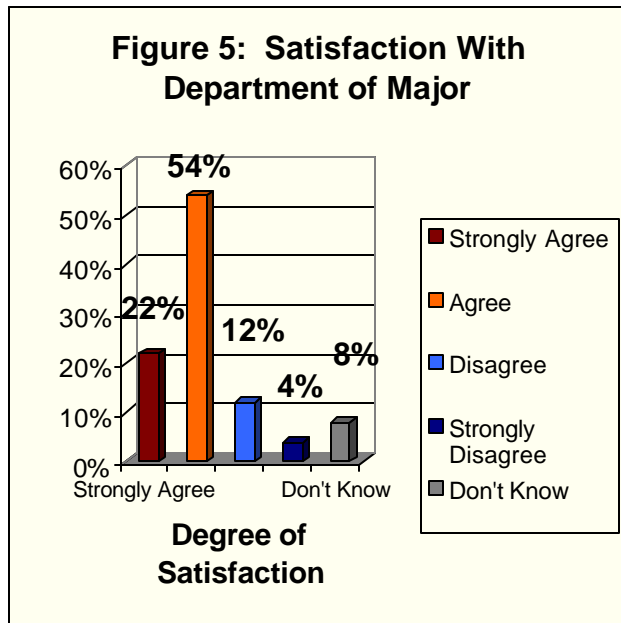


The findings depicted in Figure 4 indicate that 92% of graduating seniors would recommend FIU to friends or relatives: 55% of graduating seniors would recommend FIU to others, without reservations; 37% report that they would recommend FIU, with reservations. Approximately 7% of seniors reported they probably would not recommend FIU, and 1% reported that they would not recommend FIU under any circumstances.

Correlations: To the extent that seniors would recommend FIU, they also were satisfied overall with FIU ($r = .55, p < .001$) and they rated their academic experience highly ($r = .51, p < .001$). Graduating seniors who would recommend FIU to others also agreed that they were challenged to do

their best ($r = .49, p < .001$), believed that FIU Support Services was responsive to undergraduate students' needs ($r = .41, p < .001$), and believed that the professors in their major were good teachers ($r = .41, p < .001$).

Satisfaction With Department of Major.

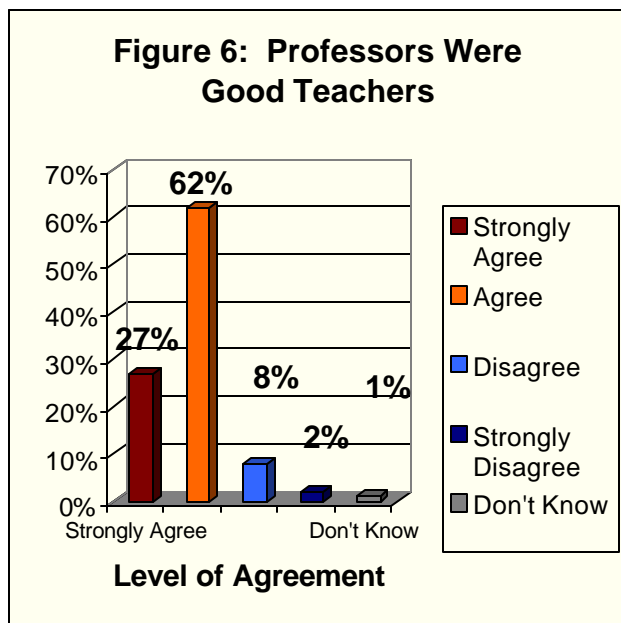


The findings in Figure 5 indicate that 76% of graduating seniors were satisfied with the department of their major at FIU: 22% of graduating seniors strongly agreed that they were satisfied, and 54% agreed. Sixteen percent of graduating seniors were not satisfied with the department of their major at FIU: 12% of seniors disagreed that they were satisfied and 4% strongly disagreed. Another 8% of graduating seniors did not know whether they agreed or disagreed.

Correlations: To the extent that graduating seniors agreed that they were satisfied, they believed that the quality of their courses prepared them for graduate school ($r = .50, p < .001$), were satisfied with the fairness of grading in their

courses ($r = .42, p < .001$), were satisfied overall with FIU ($r = .39, p < .001$), agreed that their professors were good teachers ($r = .35, p < .001$), and would recommend FIU to their family and friends ($r = .35, p < .001$).

Professors Were Good Teachers.

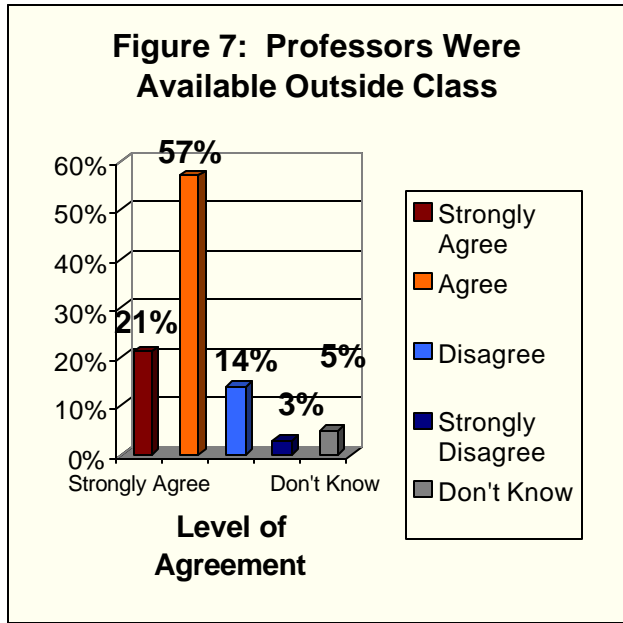


The findings in Figure 6 indicate that 89% of graduating seniors at FIU believed that the professors in their major were good teachers: 27% of graduating seniors strongly agreed, another 62% agreed. Ten percent of graduating seniors at FIU believed that the professors in their major were not good teachers: 8% of graduating seniors disagreed, 2% strongly disagreed. One percent of graduating seniors did not know whether they agreed or disagreed.

Correlations: To the extent that seniors believed that their professors were good teachers, they also rated highly their academic experience ($r = .47, p < .001$), were satisfied overall with FIU ($r = .42, p < .001$), would recommend FIU to family and friends considering college

($r = .41, p < .001$), rated highly the responsiveness of the FIU administration to undergraduate student needs ($r = .40, p < .001$), and believed that the course quality at FIU prepared them for graduate and professional school ($r = .36, p < .001$).

Professors Were Available Outside of Class.

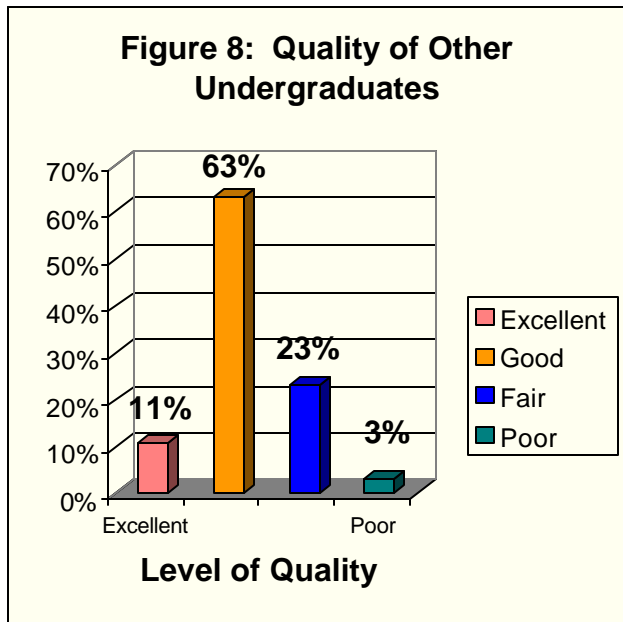


The findings in Figure 7 indicate that 78% of graduating seniors agreed that their professors were available outside of class: 21% of graduating seniors strongly agreed, and an additional 57% agreed. Seventeen percent of graduating seniors did not agree that their professors were available outside of class: 14% of seniors disagreed that their professors were available and 3% strongly disagreed. Another 5% of seniors did not know whether they agreed or disagreed.

Correlations: To the extent that seniors agreed that their professors were available, they also rated their academic experience highly ($r = .40$, $p < .001$), rated highly the responsiveness of Support Services to undergraduate student needs

($r = .38$, $p < .001$), and were satisfied overall with FIU ($r = .35$, $p < .001$). Seniors who agreed that professors, in their major, were available outside of class also were satisfied with the department of their major ($r = .33$, $p < .001$).

Quality of Other Undergraduates.

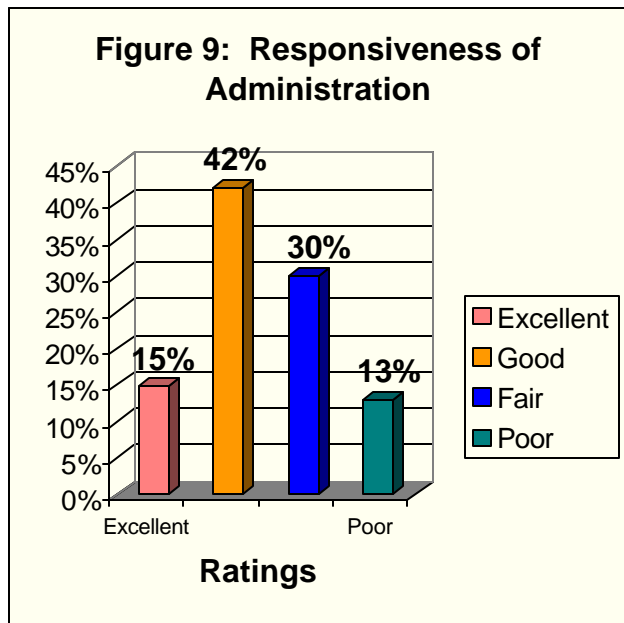


The findings in Figure 8 indicate that 74% of graduating seniors held positive attitudes about the quality of their fellow undergraduate students: 11% believed that the quality of other undergraduate students at FIU was excellent, and another 63% believed that the quality of other undergraduates at FIU was good. Twenty six percent of graduating seniors held negative attitudes about the quality of their fellow undergraduate students: 23% of graduating seniors believed that the quality of other undergraduates was fair, while 3% of seniors reported that they believed that the quality of other undergraduates was poor.

Correlations: To the extent that the graduating seniors rated other undergraduate students highly, they also rated social experience highly at FIU

($r = .50$, $p < .001$), rated their academic experience highly ($r = .42$, $p < .001$), and rated highly the responsiveness of FIU's Administration to student problems ($r = .41$, $p < .001$).

The Responsiveness of FIU Administration to Student Academic Problems.

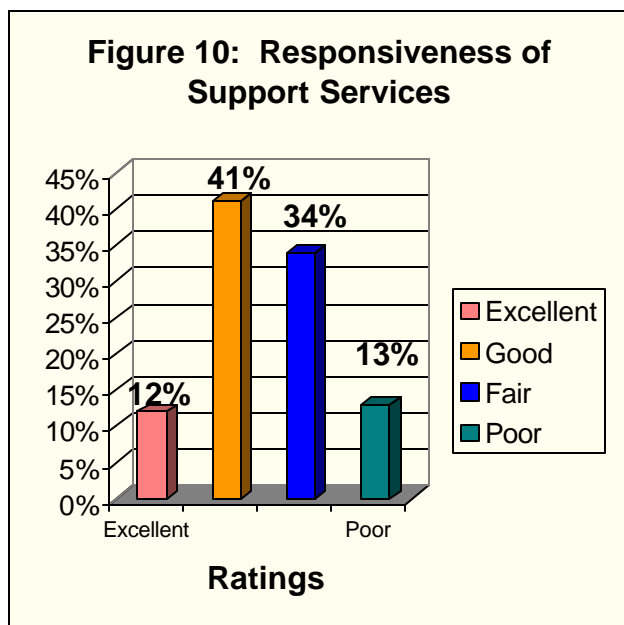


The findings in Figure 9 indicate that 57% of graduating seniors rated positively the responsiveness of the FIU Administration to student academic problems: 15% rated the responsiveness as excellent, with another 42% giving the Administration's responsiveness a good rating. Forty three percent of graduating seniors rated negatively the responsiveness of the FIU Administration: 30% rated the Administration's responsiveness as fair, and 13% rated the Administration's responsiveness as poor.

Correlations: Graduating seniors who rated highly the Administration's responsiveness to students also rated highly the responsiveness of FIU support services to students' needs ($r = .60, p < .001$), and rated highly the quality of Admissions ($r = .46, p < .001$). The seniors who rated highly the

responsiveness of the Administration also rated highly the quality of other undergraduates at FIU ($r = .41, p < .001$), agreed that the professors in their major were good teachers ($r = .40, p < .001$), and reported that they would recommend FIU to family and friends considering college ($r = .39, p < .001$).

The Responsiveness of FIU Support Services to Students' Needs.

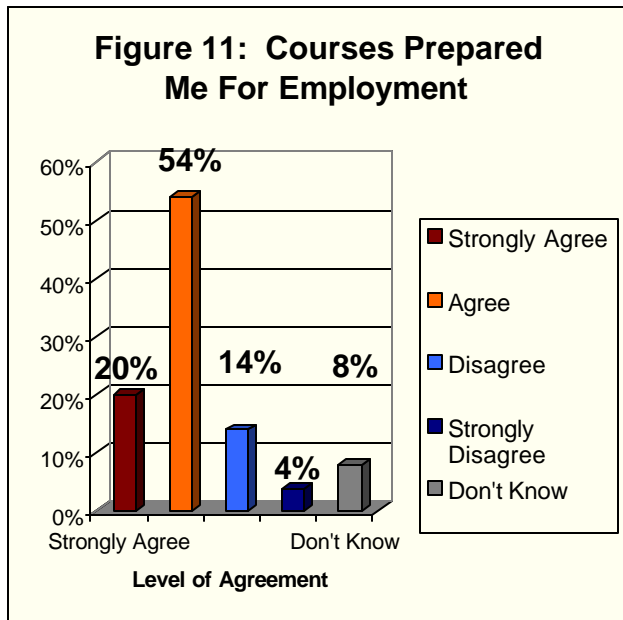


The findings in Figure 10 indicate that 53% of graduating seniors rated positively the responsiveness of FIU Support Services to student needs: 12% rated the responsiveness of FIU support services to student needs as excellent, and another 41% rated the responsiveness as good. Forty seven percent of graduating seniors rated the responsiveness of FIU Support Services to student needs negatively: 34% rated the responsiveness of FIU support services as fair, 13% assigned a rating of poor.

Correlations: Graduating seniors who highly rated the responsiveness of FIU support services to students' needs also rated highly the responsiveness of the Administration to student academic needs ($r = .60, p < .001$), rated highly

their academic experience ($r = .46, p < .001$), would recommend FIU to their family and friends ($r = .41, p < .001$), were satisfied overall with FIU ($r = .39, p < .001$) and agreed that FIU had a good range of courses available in their major ($r = .38, p < .001$).

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

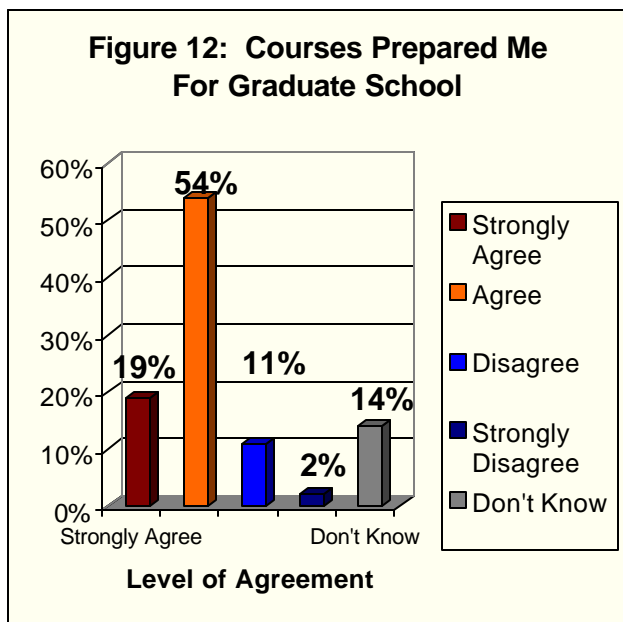


The findings depicted in Figure 11 indicate that 74% of graduating seniors agreed that the quality of courses, in their major at FIU, prepared them for employment: 20% strongly agreed, while another 54% agreed. Eighteen percent of graduating seniors did not agree that their courses, in their major at FIU, prepared them for employment: 14% disagreed, and 4% strongly disagreed. Another 8% of graduating seniors did not know whether they agreed or disagreed.

Correlations: To the extent that graduating seniors agreed that courses in their major prepared them for employment, they also agreed that the quality of courses prepared them for graduate or professional school ($r = .52, p < .001$), agreed that the professors in their major were good teachers

($r = .34, p < .001$) and were satisfied overall at FIU ($r = .33, p < .001$). A weaker, but still significant, correlation was also observed with those graduating seniors who agreed that their professors were available outside of class ($r = .29, p < .001$).

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



The findings depicted in Figure 12 indicate that 73% of graduating seniors agreed that the quality of courses, in their major, prepared them for graduate school: 19% strongly agreed, another 54% agreed. Thirteen percent of graduating seniors did not agree that the quality of courses, in their major, prepared them for graduate school: 11% disagreed, 2% strongly disagreed. Fourteen percent of graduating seniors did not know whether they agreed or disagreed.

Correlations: To the extent that graduating seniors agreed that their courses prepared them for graduate school, they also agreed that the quality of their courses prepared them for employment ($r = .52, p < .001$); they were satisfied that the department, of their major, had met its goals

and objectives ($r = .50, p < .001$); agreed that the professors, in their major, were good teachers ($r = .36, p < .001$); would recommend FIU to their friends and family ($r = .31, p < .001$) and were satisfied overall with FIU ($r = .29, p < .001$).

K. CONCLUSIONS FROM 2000 GRADUATING SENIORS SURVEY

Although the sample of graduating seniors who responded to the survey is not believed to be representative of the class of 1999-2000, some important conclusions can be drawn. First of all, it is believed that a better effort needs to be made to include all of the graduating seniors for a given academic year, not just the seniors who graduate in the spring semester. Additionally, the different schools at FIU need to put forth a better effort to encourage (or require) participation in this annual survey. The overall response rate for the survey was just over 34%. The School of Hospitality Management managed a response rate of almost 97%, which is commendable. If the School of Hospitality Management is excluded from the response rate analysis, the overall response rate drops to a less respectable 25.5%. In addition, graduating seniors that were female demonstrated a better much response rate to the survey, than did males.

The data from the survey were analyzed and from this data, twelve principal indicators of satisfaction emerged: overall satisfaction with FIU, attitudes about academic experience, degree to which he or she felt challenged to do their best, type of recommendation of FIU he or she would give to others, degree of satisfaction with the department of his or her major, the extent to which he or she agreed that professors in their major were good teachers, the extent to which he or she agreed that professors in his or her major were available outside of class, the perceived quality of other undergraduate students, the perceived responsiveness of the FIU Administration to student academic problems, the perceived responsiveness of Support Services to student needs, the extent to which he or she believed that courses in his or her major prepared him or her for employment and the extent to which he or she believed that courses in his or her major prepared him or her for graduate or professional school.

Positive responses to the twelve Principal Indicators of Satisfaction were high, overall, ranging from 53% to 92%. Of the twelve indicators, graduating seniors were least positive regarding the responsiveness of FIU Support Services to student needs and were most positive to the indicator measuring how often he or she had felt challenged to do his or her best at FIU. When compared to 1999 graduating seniors, positive responses decreased on four of the twelve principal indicators (-2% to -8%) and increased on seven of the twelve indicators (+5% to +20%); however, only 186 seniors responded to the 1999 survey. Most of the items on the survey were positively correlated with other items, indicating that most of the graduating seniors either had a very positive overall impression of FIU or an overall negative impression. In particular, the twelve Principal Indicators of Satisfaction were highly correlated with each other. The strongest correlation was between overall satisfaction with FIU and ratings of academic experience ($r = .60, p < .001$).

There were many differences among groups of the responding graduating seniors (gender groups, racial/ethnic groups, campus groups, school groups). Their responses can lead to some broad conclusions. Female seniors tended to view academic issues more positively than did male seniors. This view extended to how female seniors viewed other undergraduate students. Graduating seniors from different racial/ethnic groups rated and used services (libraries, recreational services, academic advising in major) differently; this information can perhaps be used in a positive way by a particular service to improve marketing toward members of a particular ethnic group. The reasons for not finishing a degree in four years also differed by responding seniors' racial/ethnic group. In general, Biscayne Bay campus graduating seniors viewed FIU in a more positive light than University Park seniors (perhaps this is confounded by

school). There were many differences in the graduating seniors' satisfaction by school. Journalism seniors reported that they were most challenged to do their best, were most likely to recommend FIU and rated their academic experience most highly. There were also differences in responses by school on faculty issues.

In general, the responses to the 2000 Graduating Student Survey were very informative and can point out areas that need improvement. Although graduating seniors seem to share a positive view of FIU, the survey responses direct attention to several areas that need improvement. According to the survey responses, there were many differences in perceptions and attitudes of FIU, among groups of students. A student's gender, racial/ethnic group, primary campus and choice of major often magnify these differences in perception and attitude. FIU as an institution is leading the South in promoting racial/ethnic diversity, but there are still areas that need improvement. It is not enough to look at past accomplishments, rather it is important to use the information gathered from our students to promote an even better atmosphere for future FIU students.

APPENDIX A

2000 GRADUATING SENIOR SURVEY

PERCENTAGES FOR ALL CLOSED-ENDED

QUESTIONS (percentages are not exact and have been rounded to add to 100%)

A. In general, how satisfied are you with your overall experiences at FIU?

Very Satisfied	28.3%
Satisfied	62.6%
Dissatisfied	7.8%
Very Dissatisfied	1.3%

B. What was your primary reason for Attending FIU?

Cost	23.4%
Size	0.2%
Location	38.1%
Academic Reputation	10.8%
Availability of Scholarship or Financial Aid	4.4%
Admissions Standard	2.7%
Advice of Parents or Relatives	2.6%
Social Atmosphere	0.2%
Type of Program Available	14.3%
To be With Friends	0.2%
Other	3.1%

C. What was your status when you first entered FIU?

Recent high school graduate	24.3%
Community College Transfer	70.2%
Other	5.6%

D. When you reflect upon your time at FIU, have you been challenged to do the very best you could do?

Most of the time	50.0%
Sometimes	42.5%
Seldom	4.9%
Never	2.5%

E. Would you recommend FIU to a friend or relative considering college?

Yes, without reservations	55.0%
Yes, with reservations	36.8%
No, probably not	6.7%
No, under no circumstances	1.5%

F. Did you develop a professional relationship(s) with faculty that is close enough that you could ask for each type of assistance listed below?

	<u>Yes (%)</u>	<u>No (%)</u>
Letter of recommendation	74.0	26
Advice about career decisions	79.1	20.9
Advice about personal decisions	43.4	56.6

G. Did you develop close friendships at FIU?

Yes, most of my closest friends are from FIU	28.5%
Yes, but most of my closest friends are from elsewhere	50.0%
No, almost all of my closest friends are from elsewhere	21.5%

H. While school was in session, about how many hours per week did you usually work for pay?

I was not employed	15.0%
Employed 1–10 hours per week	4.5%
Employed 11-20 hours per week	20.1%
Employed 21-34 hours pr week	29.0%
Employed over 35 hours per week	31.3%

I. How would you rate each of the following at FIU? (%)

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
Academic experience	29	60	8	3
Social experience	18	50	25	7
Quality of other undergraduates	11	63	23	3
Safety measures on campus	29	55	15	1
Responsiveness of FIU's Administration to students' academic problems	15	42	30	13
Responsiveness of FIU's Support Services to undergraduate students' needs	12	41	34	13

J. Please indicate the letters that reflect your overall rating for each each area. (%)

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NS</u>
IN MY MAJOR					
My professors were good teachers	27	62	8	2	1
My classes were too large	16	22	45	15	2
My professors were available outside of class to help me	21	57	14	3	5
The courses I needed were available	19	49	24	8	0
There was a good range of courses	13	52	24	10	1
I was provided opportunities to develop appropriate computer skills in my major	17	50	23	8	2
My training in computer skills prepared me for today's technology	20	42	25	10	3
The quality of courses I took prepared me for employment	20	54	14	4	8
The quality of courses prepared me for graduate or professional school	19	54	11	2	14
Lower division courses adequately prepared me for upper division courses	14	57	18	2	9
I was satisfied with my practicum or internship experiences in my major	28	35	9	5	23
I was satisfied with the fairness of grading in my courses	21	60	16	2	1
I am satisfied with how well my major department have met their goals and objectives	22	54	12	4	8

IN MY OTHER COURSES

	SA	A	D	SD	NS
Courses to meet the general education requirements were available to me	23	60	7	5	5
Courses in other departments, but required by my major were available to me	19	62	12	1	6
Too many of my classes were too large	18	30	40	8	4

K. Please indicate how often you have used each service, then indicate the quality of the service you received. (%)

	F	O	S	N
FIU Library at University Park	38	34	16	12
FIU Library at Biscayne Bay Campus	18	22	17	43
Career Resources and Placement Service	8	17	29	46
Counseling and Testing Center	4	17	20	59
Recreational Services	8	20	22	51
On-Campus Student Employment	11	11	9	69
Health Services	7	23	28	42
Academic Advising: Lower Division	16	24	25	35
Academic Advising: In my major	38	36	23	3
Computer Laboratories/Services	44	28	18	10
Cultural Activities: Speakers, Concerts	10	24	22	44
Intramural Activities	7	15	13	65
SASS (Student Academic Support System)	42	29	14	15

QUALITY OF SERVICES (%)

	E	G	F	P	DK
FIU Library at University Park	40	40	9	1	10
FIU Library at Biscayne Bay Campus	14	25	14	5	42
Career Resources and Placement Service	11	26	12	4	47
Counseling and Testing Center	6	25	8	5	56
Recreational Services	9	31	11	2	47
On-Campus Student Employment	9	17	6	3	65
Health Services	12	35	11	4	38
Academic Advising: Lower Division	9	26	25	9	31
Academic Advising: Advising in my major	24	41	15	15	5
Computer Laboratories/Services	19	47	18	7	9
Cultural Activities: Speakers, Concerts	9	37	11	1	42
Intramural Activities	3	20	11	2	64
SASS	23	45	13	3	16

L. How much did your education at FIU contribute to your personal growth in each area below? (%)

	VM	S	V
Writing effectively	45	42	1
Speaking effectively	46	45	9
Understanding written information	55	34	1
Working independently	55	36	9
Learning on your own	62	27	1
Working cooperatively in a group	55	38	7
Organizing your time effectively	47	39	1
Leading and guiding others	45	44	1
Leading a productive satisfying life	38	46	1
Learning another language	18	21	6
Understanding different philosophies and cultures	39	41	2
Gaining a broad general education about different fields of knowledge	41	39	2
Becoming more aware of the importance of ethical practices	46	40	1
Understanding and appreciating the arts	23	44	3
Ability to express your thoughts	45	44	1
Learning to listen more closely to others	50	40	1
Critical thinking	55	39	6
Thinking logically	54	40	6
Improving your computational skills	47	39	1
Ability to solve analytical problems	46	44	1
Desiring intellectual challenges	51	40	9
Prepared me to pursue life-long learning	48	41	1
Understanding and applying scientific principles and methods	34	46	2
Ability to conceptualize and solve problems	40	51	9
Gaining more respect for principles of moral living	35	47	1
Ability to develop the skills necessary to give effective professional presentations	56	37	7

M. Please rate the quality of the following FIU programs and services (%)

	E	G	F	P	DK
FIU Catalog	26	51	13	3	7
General Education Program	15	46	14	3	22
New Student Orientation	15	34	13	6	32
Admissions	14	52	22	8	4
FIU Class Schedules	19	37	28	13	3
Registration	21	46	22	10	1
Student Judicial Services	3	18	9	5	65
Drop and Add Procedure	19	51	16	3	11
Student Loans	15	28	6	5	46
Student Grants	16	21	10	7	46
Student Scholarships	12	19	12	9	48
Student Transcripts	16	37	20	7	20
Student Records	19	40	21	8	12

N. Please indicate which extracurricular activities that you participated in while working on your degree:

Student Government	5%
Intercollegiate Athletics	4%
Student Publications	2%
Sororities or Fraternities	9%
Political activities	6%
Community service	36%
Church activities	11%
Performing arts	7%
Intramural sports	7%
Honor Societies	25%
Organizations related to major	36%

O. If you intend to engage in formal study, what is the highest degree you eventually expect to obtain?

No further study intended	8%
Master's degree	61%
Specialist degree	7%
Doctorate	22%
Other	2%

P. What is your overall GPA?

2.0 – 2.4	1%
2.5 – 2.9	30%
3.0 – 3.4	42%
3.5 – 4.0	27%

Q. What is your age category?

Less than 24	44%
24 to 29	39%
30 to 39	12%
40 to 49	4%
50 or older.	1%

R. Which option describes your status for each year you attended college?

Year 1:	
Full-time	80%
Part-time	20%
Year 2:	
Full-time	81%
Part-time	19%
Year 3:	
Full-time	78%
Part-time	22%
Year 4:	
Full-time	76%
Part-time	24%
Year 5:	
Full-time	63%
Part-time	37%
Year 6:	
Full-time	46%
Part-time	54%

S. Which option describes where you lived during each year you attended college?

Year 1:	
With parents or relatives	52%
Private dwelling	7%
On-Campus housing	8%
No answer	13%
Year 2:	
With parents or relatives	52%
Private dwelling	30%
On-Campus housing	5%
No answer	13%
Year 3:	
With parents or relatives	52%
Private dwelling	29%
On-Campus housing	4%
No answer	15%
Year 4:	
With parents or relatives	47%
Private dwelling	32%
On-Campus housing	3%
No answer	18%
Year 5:	
With parents or relatives	17%
Private dwelling	11%
On-Campus housing	1%
No answer	71%
Year 6:	
With parents or relatives	8%
Private dwelling	7%
On-Campus housing	0%
No answer	85%

T. How far do you live from FIU?

I live on campus	2%
I live within 1 mile	7%
I live 1 – 10 miles from the Campus	43%
I live 11 – 25 miles from the Campus	31%
I live > 25 miles from the Campus	17%

U. I received beneficial academic advising from up to three of the following sources, during my last two years at FIU.

SASS	53%
Central advisors in my college	11%
Advisors in my major	65%
Professors not assigned as advisors	25%
Student advisors	12%
Friends	39%
Printed materials including the catalog	26%
I did not seek help from advisors	10%

V. If you received advice from the university college or department sources, please answer the following questions. (%)

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>DK</u>
In general the advisors were helpful	33	47	8	7	5
Advisors were available when needed	21	43	19	16	1
Sufficient time was available during advising sessions	26	49	14	8	3
The advice I received was very useful for my career goals	23	45	15	12	5
The advice I received was very useful for my educational goals	29	52	10	6	3

W. Please indicate your college or school.

Architecture	0.4%
Arts & Sciences	12.9%
Business	35.8%
Education.	5.0%
Engineering	2.2%
Health Sciences	13.1%
Hospitality Management	16.7%
Journalism	3.1%
Urban & Public Affairs	10.8%

Y. Please indicate your gender

Male	38%
Female	62%

Z. What is your racial/ethnic group?

American Indian/Alaskan Native	0.0%
Asian	4.9%
Black/African American	14.1%
Hispanic	55.3%
International Student/Resident Alien	6.9%
Native Hawaiian/Other Pacific Islander	4.0%
White	18.5%

Z1. Select the FIU campus at which you took most of your course work.

FIU University Park Campus	69%
FIU Biscayne Bay Campus	27%
FIU Broward Campus	1%
Equal number	3%

Z2. If you are not finishing your degree in 4 years, please indicate all of the reasons why you are not.

I am in a five year degree program	2%
I had to withdraw during a semester	6%
I took semester(s) off from school	15%
My job caused me to take reduced course loads	23%
I voluntarily took reduced course loads to have more time for activities	5%
I changed majors	15%
I had some financial problems	11%
I had personal or family issues	10%
I was misadvised by advisor(s)	5%
I failed to seek advisor's help	1%
My required courses were not available	6%