

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



Research Report 2001-07
Student Satisfaction Survey
Spring 2001

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Office of Planning & Institutional Effectiveness

The Student Satisfaction Survey is one survey in the series of Continuous Quality Improvement Surveys instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the first survey report from the Student Satisfaction Survey, and the fourth 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, or contact Clarice D. Evans at evansc@fiu.edu or the Vice Provost for Planning and Institutional Effectiveness at 305-348-2731, (FAX) 305-348-1908. You may also visit the Office of Planning and Institutional Effectiveness at University Park PC 543.

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EXECUTIVE SUMMARY OF THE SPRING 2001 STUDENT SATISFACTION SURVEY

This report summarizes the main findings from the *Spring 2001 Florida International University Student Satisfaction Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This was the first student satisfaction survey to be systematically distributed to a large number of students, as part of the Continuous Quality Improvement process. The survey design assured respondents of their anonymity in an attempt to facilitate candor.

The purposes of the survey were twofold. First, it was distributed in an attempt to gauge student satisfaction with many different facets of FIU, including the campus environment, campus services, student life, academic advising, and the faculty. Second, the responses to this satisfaction survey will be used as a baseline, against which we will be able to measure future survey responses.

The Student Satisfaction Survey was distributed to 2050 students at FIU via three venues: in randomly selected classes, during the President's Millennium meetings with undergraduate and graduate students and during the annual Student Government Elections at the University Park Campus in April. The survey was returned by 857 students, for a response rate of approximately 42%. Sixty-six surveys had to be removed from the sample, due to a significant amount of missing information (over 15% of the questions were unanswered) or evidence of a response set (a large number of questions are answered by the same response).

Because of the large number of survey items (109 excluding demographic items), it was determined that it was appropriate to conduct a Principal Components factor analysis to determine the number of themes the questions represented. Of the survey items, sixteen principal components, or themes, emerged. Of the 109 items, 55 items were represented in the factor analysis. The sixteen principal components were: Campus Atmosphere, Faculty, Campus Life, Academic Advising, Diversity, Commitment to Nontraditional Students, Registration and Electronic Communication, Financial Aid, Registration and Course Placement, Customer Service, Intramural Activities, Administration, Bookstore Staff, Student Activity Fees, Food Selection On Campus, and Parking.

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

Students were most satisfied with the following survey items:

- **The web registration is a useful and convenient method of registration** – 82% of respondents were satisfied, 5% of respondents were dissatisfied, 8% of respondents were neutral
- **The campus is safe and secure for all students** - 82% of respondents were satisfied, 5% of respondents were dissatisfied, 8% of respondents were neutral
- **On the whole, the campus is well maintained** - 82% of respondents were satisfied, 7% of respondents were dissatisfied, 9% of respondents were neutral
- **Kiosk registration is a useful and convenient method of registration** - 69% of respondents were satisfied, 9% of respondents were dissatisfied, 12% of respondents were neutral

- **The schedule of classes is easy to read and understand** - 77% of respondents were satisfied, 9% of respondents were dissatisfied, 10% of respondents were neutral

Students were least satisfied with the following survey items:

- **The number of student parking spaces on campus is adequate** - 20% of respondents were satisfied, 65% of respondents were dissatisfied, 10% of respondents were neutral
- **I seldom get the “run-around” when seeking information on this campus** - 45% of respondents were satisfied, 35% of respondents were dissatisfied, 16% of respondents were neutral
- **Billing policies are reasonable** - 50% of respondents were satisfied, 25% of respondents were dissatisfied, 20% of respondents were neutral
- **The intercollegiate athletics programs contribute to a sense of school spirit** - 39% of respondents were satisfied, 16% of respondents were dissatisfied, 22% of respondents were neutral
- **Financial aid awards are announced to students in time to be helpful in college planning** - 47% of respondents were satisfied, 24% of respondents were dissatisfied, 15% of respondents were neutral

As evidenced by the results of the factor analysis, the survey needs to be shortened and better organized for future use. Approximately fifty percent of the items loaded onto a specific factor in the Principal Components factor analysis. This is an indication that the other 50% of survey items actually reduced the validity of the survey. The survey items were very diverse and broad. This can be helpful in an effort to garner information about a broad variety of topics, but statistically it is problematic. A survey should be focused on a small number of topics to be effective. Therefore, it is suggested that a new survey (shorter and more focused) be implemented in the future.

Overall, students seemed satisfied with most of the survey items that appeared in the factor analysis. They appeared to be particularly pleased with the registration options (web registration, kiosk, telephone). As expected, the students are least satisfied with the parking. As this survey was the first Continuous Quality Improvement Student Satisfaction survey at FIU there is no comparative data available to assess the level of student satisfaction. In the future, we will be able to compare data from year to year and will be able to assess trends in the level of student satisfaction. These survey results can be used as a baseline, or starting point, from which we can compare to survey results in the future.

SUMMARY OF THE SPRING 2001 STUDENT SATISFACTION SURVEY

INTRODUCTION

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

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

METHODOLOGY

Sampling Design and Response Rates. The Student Satisfaction Survey was distributed to 2050 students at FIU via three venues: in randomly selected classes (cluster sampling), during the President's Millennium meetings with undergraduate and graduate students and during the annual Student Government Elections at the University Park Campus in April. Eight hundred fifty-seven students returned the survey, for a response rate of approximately 42%. Sixty-six surveys had to be removed from the sample, due to a significant amount of missing information (over 15% of the questions were unanswered) or evidence of a response set (a large number of questions are answered by the same response). Table one depicts the Headcount Enrollment and Returned Surveys by College/School. Table two depicts Headcount Enrollment and Returned Surveys by Gender and Race/Ethnicity. Table three depicts Headcount Enrollment and Returned Surveys by Class Level. Appendix A (p. 22) provides selected items from the Spring 2001 Student Satisfaction Survey, with tabulated responses for each included survey item. Appendix B (p. 24) provides all of the written comments from the survey respondents.

The response rates were somewhat representative of the student population. It is difficult to know whether the student respondents were representative of each College/School, because many of the students who responded have not yet declared a major; therefore, they did not report an affiliation with a particular college/school. Of those who indicated a major: 2% of the students from the School of Architecture responded, approximately 5% of the students from the College of Arts and Sciences responded, approximately 4% of the students from the College of Business responded, approximately 5% of the students from the College of Education responded, approximately 3% the students from the College of Engineering responded, approximately 1% of the students from the students from the School of Hospitality Management (housed primarily on the Biscayne Bay Campus) responded, approximately 3% of the students from the College of Health and Urban Affairs responded, and approximately 4% of the students from the School of Journalism and Mass Communications. Approximately 3-5% of students responded from each college/school, with the exception of the Schools of Architecture and Hospitality Management.

American Indian and White students were underrepresented among those who responded to the survey, while Asian students were overrepresented among the survey respondents. The survey

respondents were proportional to the Black/African American, Hispanic and Non-Resident Alien student populations. In addition, a slightly higher percentage of females responded to the survey in comparison to the student population of females and a slightly lower percentage of males responded to the survey in comparison to the student population of males. Lower division students (Freshman and Sophomores) were overrepresented by the survey respondents, while upper division (Junior and Seniors) and graduate students were underrepresented compared to the student population at FIU.

Table 1
Headcount Enrollment and Returned Surveys by College/School

College/School:	Headcount Enrollment		Returned Surveys	
	#	%	#	%
Architecture	392	1.3	7	1.0
Arts & Sciences	4,777	15.5	229	29.0
Business Administration	4,272	13.8	164	20.7
Education	1,466	4.8	70	8.8
Engineering	1,404	4.5	46	5.8
Hospitality Management	777	2.5	11	1.4
Health & Urban Affairs	2,722	8.8	69	8.7
Journalism & Mass Communication	876	2.8	35	4.4
Advising Center/University College/ Special Students	14,207	46.0	47	5.9
Missing	-----	-----	<u>113</u>	<u>14.3</u>
Totals	30,893	100.00	791	100.0

*Headcount Enrollment data taken from Mid-Semester Frozen Files, Fall 2000

Table 2
Headcount Enrollment and Returned Surveys by Gender and Race/Ethnicity

Race/Ethnicity:	Returned Surveys		Returned Surveys		Headcount Enrollment		Headcount Enrollment	
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
American Indian	--	--	--	--	26	.08	22	.07
Asian	28	3.41	14	1.71	502	1.63	571	1.85
Black/African American	50	6.09	76	9.26	1,545	5.02	2,740	8.90
Hispanic	179	21.80	269	32.76	6,955	22.59	9,101	29.56
White	57	6.94	82	9.99	2,855	9.27	3,754	12.19
Other/Non-Resident Aliens	<u>24</u>	<u>2.92</u>	<u>42</u>	<u>5.12</u>	<u>1,397</u>	<u>4.53</u>	<u>1,318</u>	<u>4.28</u>
Totals	338	41.16	483	58.84	13,280	43.12	17,506	56.85

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

Table 3

Headcount Enrollment and Returned Surveys by Class

Class:	Headcount Enrollment		Returned Surveys	
	#	%	#	%
Freshman	4,578	17.00	217	27.89
Sophomore	3,366	12.50	212	27.25
Junior	7,964	29.58	191	24.55
Senior	6,966	25.87	126	16.20
Graduate students	<u>4,050</u>	<u>15.05</u>	<u>32</u>	<u>4.11</u>
Totals	26,924*	100.00	778	100.00

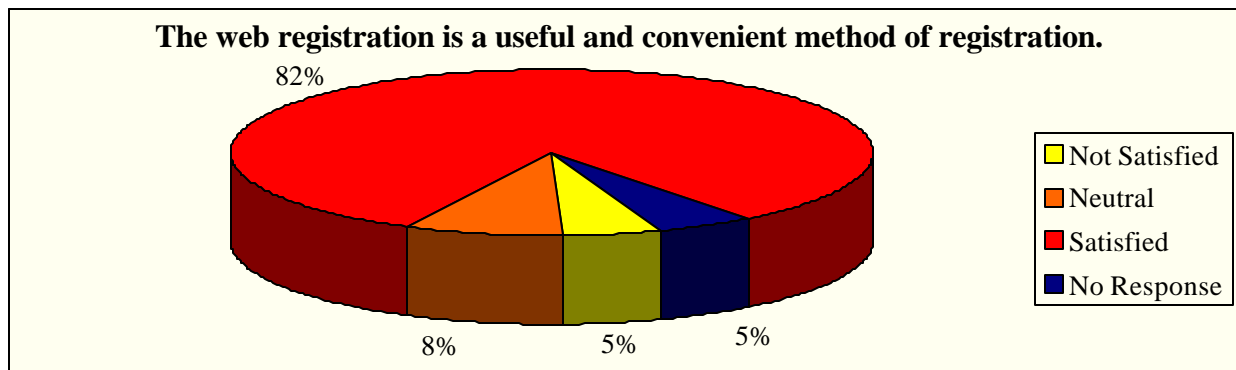
*Excluding special students not assigned to a class

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

In addition, a Principal Components Factor Analysis was performed on the survey items. The purpose of the analysis was to determine the number of discrete factors the survey items represented. A factor analysis is often used when a large number of variables are present (in this case, survey items). These discrete factors explain the patterns of correlations that appear among the survey items.

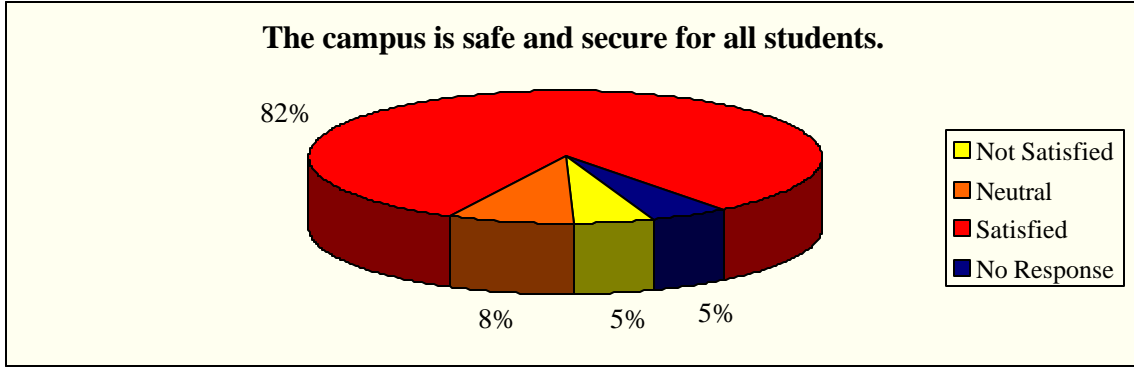
GRAPHICAL ANALYSES OF ITEMS OF GREATEST SATISFACTION TO STUDENTS

The survey respondents were asked to rate each item on a seven-point scale that ranged from “Not Satisfied” (1) to “Very Satisfied” (7). In order to portray the responses in a concise manner, the scale will be compacted and will show responses for one through three as “Not Satisfied”, responses to four as “Neutral” and responses to five through seven as “Satisfied.” There will also be a category for those individuals who did not respond to each question. Percentages are rounded to equal 100%.



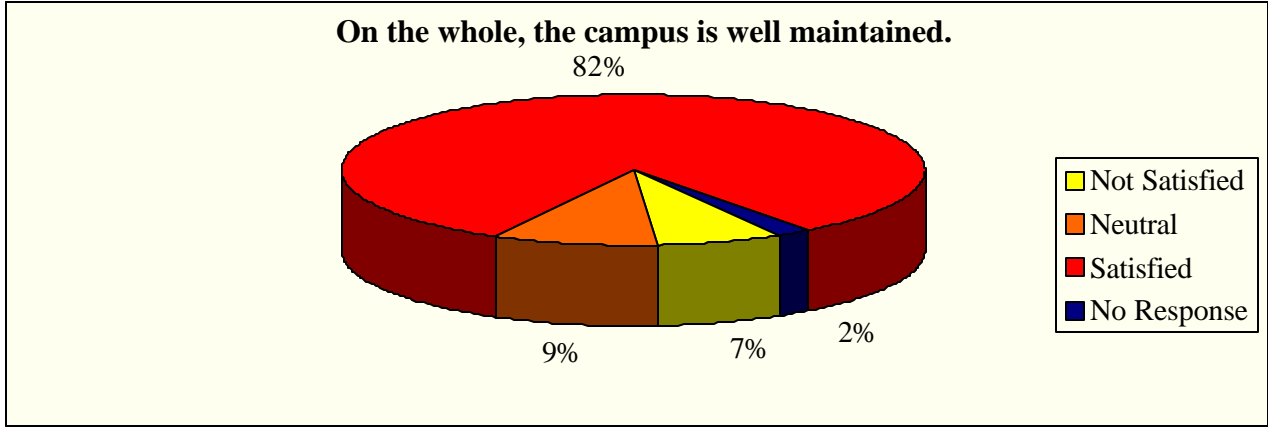
Eighty-two percent of respondents reported that they were “Very Satisfied” (47%), “Satisfied” (24%) or “Somewhat Satisfied” (11%) in response to this item. Eight percent of respondents reported that their feelings were “Neutral.” Five percent of respondents reported that they were “Not Satisfied” (1%), “Not Very Satisfied” (1%), or “Somewhat Dissatisfied” (3%). Five percent of respondents did not respond to this item.

This item was highly correlated with: “Kiosk registration is a useful and convenient method of registration” ($r = .63, p < .001$), “The SASS (Student Academic Support System) degree audit is useful in planning my program of study” ($r = .53, p < .001$), and “FIU provides adequate opportunities for me to communicate and access information electronically” ($r = .53, p < .001$).



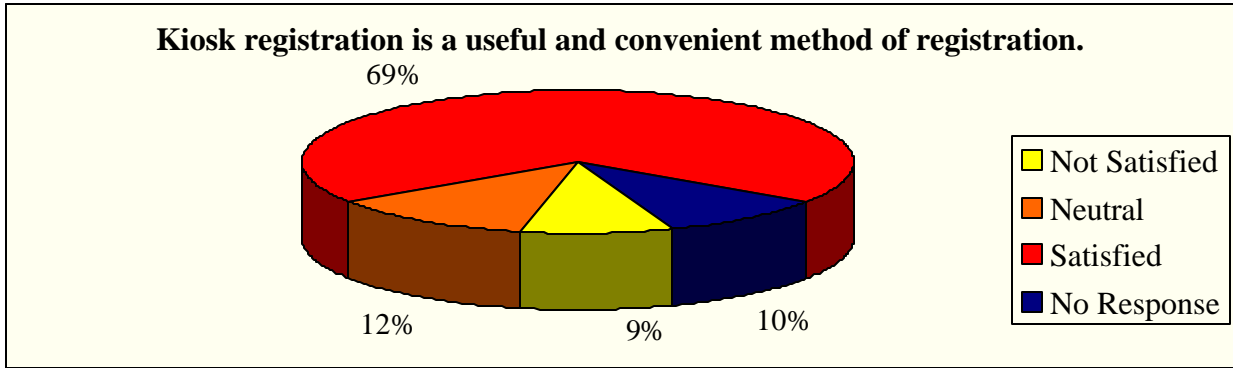
Eighty-two percent of respondents reported that they were “Very Satisfied” (31%), “Satisfied” (36%) or “Somewhat Satisfied” (15%) in response to this item. Eight percent of respondents reported that their feelings were “Neutral.” Five percent of respondents reported that they were “Not Satisfied” (1%), “Not Very Satisfied” (1%), or “Somewhat Dissatisfied” (3%). Five percent of respondents did not respond to this item.

This item was highly correlated with: “The content of courses within my major is valuable” ($r = .45, p < .001$), “The parking lots are well-lit and secure” ($r = .42, p < .001$), and “The institution has a good reputation in the community” ($r = .42, p < .001$).



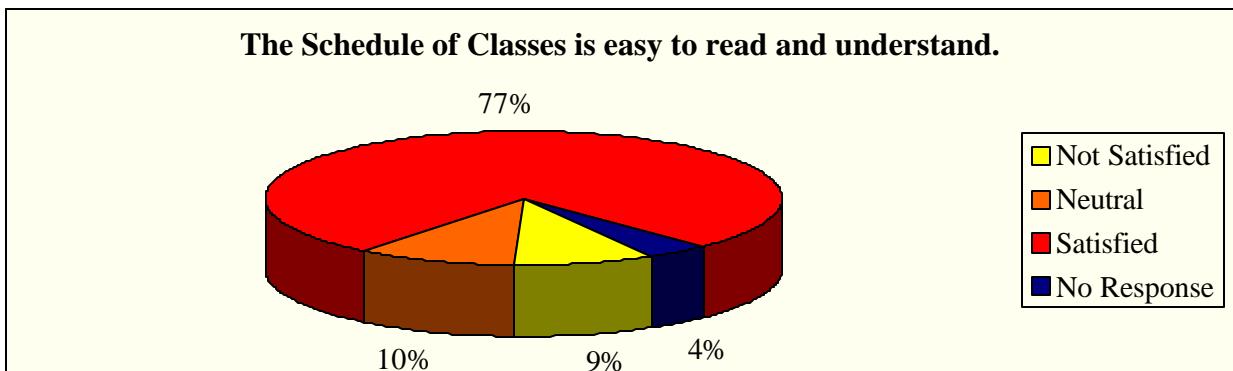
Eighty-two percent of respondents reported that they were “Very Satisfied” (35%), “Satisfied” (31%) or “Somewhat Satisfied” (16%) in response to this item. Nine percent of respondents reported that their feelings were “Neutral.” Seven percent of respondents reported that they were “Not Satisfied” (2%), “Not Very Satisfied” (1%), or “Somewhat Dissatisfied” (4%). Two percent of respondents did not respond to this item.

This item was highly correlated with: “There is a good variety of courses provided on this campus” ($r = .54, p < .001$), “There is a strong commitment to racial harmony on this campus” ($r = .53, p < .001$), and “Freedom of expression is protected on campus” ($r = .52, p < .001$).



Sixty-nine percent of respondents reported that they were “Very Satisfied” (32%), “Satisfied” (24%) or “Somewhat Satisfied” (13%) in response to this item. Twelve percent of respondents reported that their feelings were “Neutral.” Nine percent of respondents reported that they were “Not Satisfied” (2%), “Not Very Satisfied” (2%), or “Somewhat Dissatisfied” (5%). Ten percent of respondents did not respond to this item.

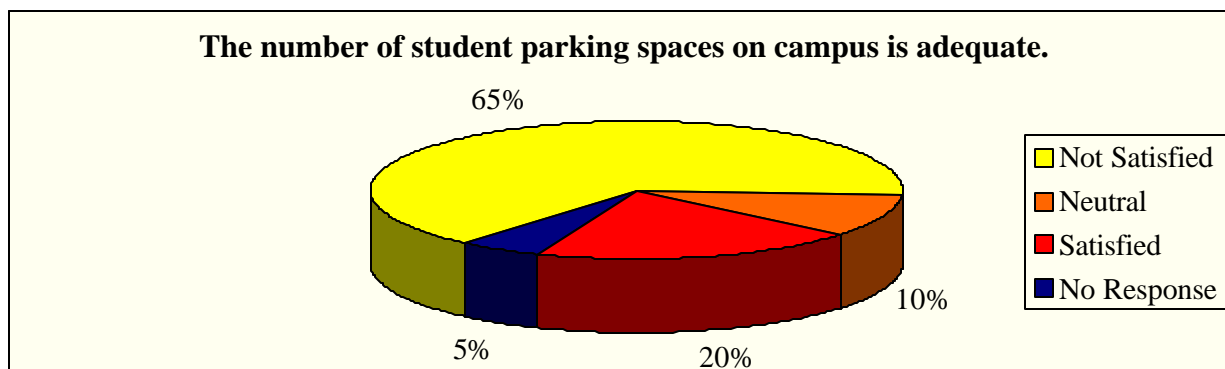
This item was highly correlated with: “The web registration is a useful and convenient method of registration” ($r = .63, p < .001$), “The SASS (Student Academic Support System) degree audit is useful in planning my program of study” ($r = .53, p < .001$), and “FIU provides adequate opportunities for me to communicate and access information electronically” ($r = .51, p < .001$).



Seventy-seven percent of respondents reported that they were “Very Satisfied” (31%), “Satisfied” (30%) or “Somewhat Satisfied” (16%) in response to this item. Ten percent of respondents reported that their feelings were “Neutral.” Nine percent of respondents reported that they were “Not Satisfied” (2%), “Not Very Satisfied” (2%), or “Somewhat Dissatisfied” (5%). Four percent of respondents did not respond to this item.

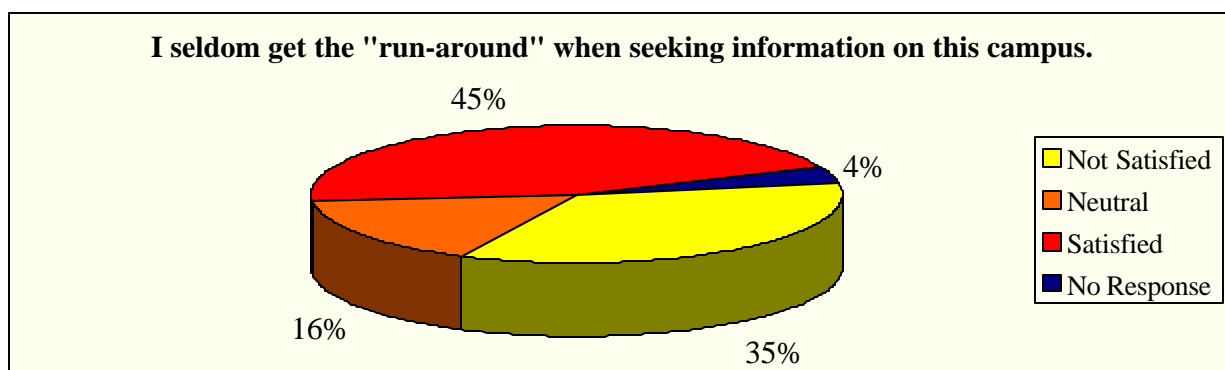
This item was highly correlated with: “Touch-tone phone is a useful and convenient method of registration” ($r = .53, p < .001$), “FIU provides adequate opportunities for me to communicate and access information electronically” ($r = .52, p < .001$), and “Student disciplinary procedures are fair” ($r = .51, p < .001$).

GRAPHICAL ANALYSES OF ITEMS OF LEAST SATISFACTION TO STUDENTS



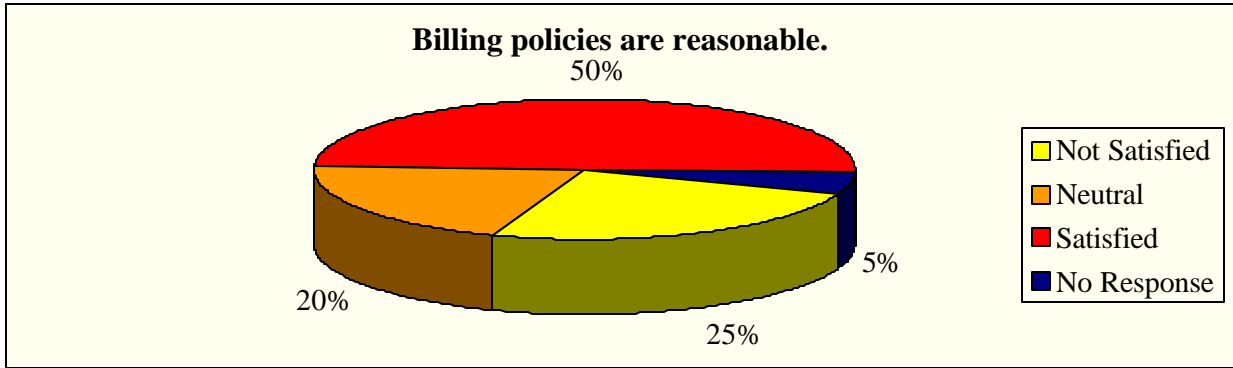
Twenty percent of respondents reported that they were “Very Satisfied” (5%), “Satisfied” (7%) or “Somewhat Satisfied” (8%) in response to this item. Ten percent of respondents reported that their feelings were “Neutral.” Sixty-five percent of respondents reported that they were “Not Satisfied” (44%), “Not Very Satisfied” (12%), or “Somewhat Dissatisfied” (9%). Five percent of respondents did not respond to this item.

This item was highly correlated with: “Counseling staff cares about students as individuals” ($r = .37, p < .001$), “The intercollegiate athletics programs contribute to a strong sense of school spirit” ($r = .34, p < .001$), and “Residence hall regulations are reasonable” ($r = .34, p < .001$).



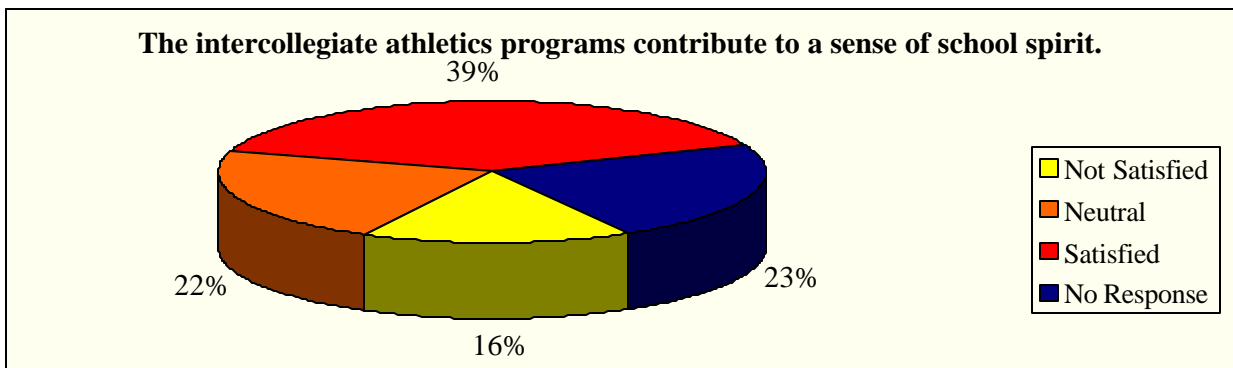
Forty-five percent of respondents reported that they were “Very Satisfied” (11%), “Satisfied” (17%) or “Somewhat Satisfied” (17%) in response to this item. Sixteen percent of respondents reported that their feelings were “Neutral.” Thirty-five percent of respondents reported that they were “Not Satisfied” (13%), “Not Very Satisfied” (9%), or “Somewhat Dissatisfied” (13%). Four percent of respondents did not respond to this item.

This item was highly correlated with: “The institution shows concern for students as individuals” ($r = .50, p < .001$), “Student financial assistance personnel are accessible to answer my questions” ($r = .46, p < .001$), and “Channels for expressing student complaints are readily available” ($r = .46, p < .001$).



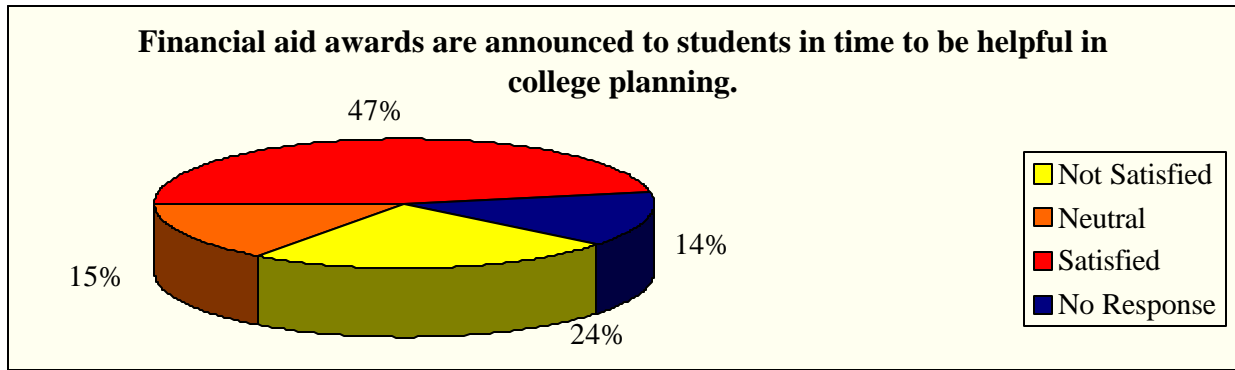
Fifty percent of respondents reported that they were “Very Satisfied” (11%), “Satisfied” (20%) or “Somewhat Satisfied” (19%) in response to this item. Twenty percent of respondents reported that their feelings were “Neutral.” Twenty-five percent of respondents reported that they were “Not Satisfied” (7%), “Not Very Satisfied” (6%), or “Somewhat Dissatisfied” (12%). Five percent of respondents did not respond to this item.

This item was highly correlated with: “Administrators are approachable to students” ($r = .54, p < .001$), “Financial aid awards are announced to students in time to be helpful in college planning” ($r = .52, p < .001$), and “Academic support services adequately meet the needs of students” ($r = .39, p < .001$).



Thirty-nine percent of respondents reported that they were “Very Satisfied” (9%), “Satisfied” (14%) or “Somewhat Satisfied” (16%) in response to this item. Twenty-two percent of respondents reported that their feelings were “Neutral.” Sixteen percent of respondents reported that they were “Not Satisfied” (5%), “Not Very Satisfied” (3%), or “Somewhat Dissatisfied” (8%). Twenty-three percent of respondents did not respond to this item.

This item was highly correlated with: “Living conditions in the residence halls are comfortable” ($r = .51, p < .001$), “Counseling staff cares about students as individuals” ($r = .47, p < .001$), and “There are a sufficient number of weekend activities for students ” ($r = .45, p < .001$).



Forty-seven percent of respondents reported that they were “Very Satisfied” (14%), “Satisfied” (18%) or “Somewhat Satisfied” (15%) in response to this item. Fifteen percent of respondents reported that their feelings were “Neutral.” Twenty-four percent of respondents reported that they were “Not Satisfied” (7%), “Not Very Satisfied” (7%), or “Somewhat Dissatisfied” (10%). Fourteen percent of respondents did not respond to this item.

This item was highly correlated with: “Billing policies are reasonable” ($r = .52, p < .001$), “Financial aid counselors are helpful” ($r = .48, p < .001$), and “Adequate financial aid is available for most students ” ($r = .44, p < .001$).

FACTOR ANALYSIS

Because of the large number of survey items (109 excluding demographic items), it was statistically appropriate to conduct a Principal Components factor analysis to determine the number of themes the items represented. Of the survey items, sixteen principal components, or themes, emerged. Of the 109 items, 55 items were represented in the factor analysis. The first factor that emerged can be termed Campus Atmosphere, and consists of six items, detailed in Table four. The second component can be termed Faculty and consists of five items, detailed in Table five. The third factor can be termed Campus Life and consists of five items, detailed in Table six. The fourth component can be termed Academic Advising and consists of six items, detailed in Table seven. The fifth factor can be termed Diversity and consists of six items, detailed in Table eight. The sixth component can be termed Commitment to Nontraditional Students and consists of six items, detailed in Table nine. The seventh factor can be termed Registration and Electronic Communication and consists of four items, detailed in Table ten. The eighth component can be termed Financial Aid and consists of four factors, detailed in Table eleven. The ninth factor can be termed Registration and Course Placement and consists of two items, detailed in Table twelve. The tenth component can be termed Customer Service and consists of two items, detailed in Table thirteen. Table fourteen indicates the eleventh factor, Intramural Activities that consists of only one item. The twelfth component consists of three items and can be termed Administration, detailed in Table fifteen. The thirteenth factor can be termed Bookstore Staff and consists of one item, detailed in Table sixteen. The fourteenth component can be termed Student Activity Fees and consists of one item, detailed in Table seventeen. The fifteenth factor can be termed Food Selection On Campus and consists of one item, detailed in Table eighteen. The last component can be termed Parking and consists of one item, detailed in Table nineteen.

CAMPUS ATMOSPHERE

The Campus Atmosphere component is made up of six items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this component was 5.17.

TABLE 4

2001 Student Satisfaction Survey: Campus Atmosphere

ITEM:	Satisfaction Mean
Most students feel a sense of belonging here	4.88
The campus staff are caring and helpful	5.01
It is an enjoyable experience to be a student on this campus	5.28
I feel a sense of pride about my campus	5.18
I am able to experience intellectual growth here	5.46
Students are made to feel welcome on this campus	<u>5.22</u>
Average Satisfaction Mean	5.17

FACULTY

The Faculty component is made up of five items. The items are listed below, along with the satisfaction mean for each item. The overall satisfaction mean for this component was 5.31. Although the third item does not seem consistent with the other four items, there was a strong positive correlation between this factor and the other four factors.

TABLE 5

2001 Student Satisfaction Survey: Faculty

ITEM:	Satisfaction Mean
The quality of instruction I receive in most of my classes is excellent	5.16
Adjunct faculty are competent as classroom instructors	5.08
There is a strong commitment to racial harmony on this campus	5.43
Faculty are usually available after class and during office hours	5.39
Nearly all of the faculty are knowledgeable in their field	<u>5.50</u>
Average Satisfaction Mean	5.31

CAMPUS LIFE

The Campus Life component is made up of five items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this subscale was 5.00.

TABLE 6

2001 Student Satisfaction Survey: Campus Life

ITEM:	Satisfaction Mean
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)	4.82
Residence hall staff are concerned about me as an individual	4.98
Males and females have equal opportunities to participate in intercollegiate athletics	5.20
The security staff respond quickly in emergencies	5.05
Residence hall regulations are reasonable	<u>4.96</u>
Average Satisfaction Mean	5.00

ACADEMIC ADVISING

The Academic Advising component is made up of six items. The items are listed below, along with the satisfaction mean for each item. The overall satisfaction mean for this subscale was 4.94.

TABLE 7

2001 Student Satisfaction Survey: Academic Advising

ITEM:	Satisfaction Mean
My academic advisor is approachable	5.06
My academic advisor is concerned about my success as an individual	4.88
My academic advisor helps me set goals to work toward	4.70
My academic advisor is knowledgeable about my major requirements	5.20
My first year of academic advising at FIU was helpful in planning my program of study	4.83
The academic advising I received is timely, accurate and helpful for me to progress through my program of study in a timely manner	<u>4.95</u>
Average Satisfaction Mean	4.94

DIVERSITY

The Diversity component is made up of six items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this subscale was 5.17.

TABLE 8

2001 Student Satisfaction Survey: Diversity

ITEM:	Satisfaction Mean
I have access to mental health and personal counseling on campus	5.16
FIU provides adequate opportunities for spiritual growth and religious expression on campus	5.12
FIU devotes adequate attention to sexual harassment issues	5.21
Opportunities for student involvement and participation in campus life programs allow me to make important contributions to student life at FIU	5.22
FIU devotes adequate attention to racial and ethnic issues	5.30
FIU devotes adequate attention to alcohol and drug use	<u>4.99</u>
Average Satisfaction Mean	5.17

COMMITMENT TO NONTRADITIONAL STUDENTS

The Commitment To Nontraditional Students component is made up of six items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this subscale was 5.26.

TABLE 9

2001 Student Satisfaction Survey: Commitment To Nontraditional Students

ITEM:	Satisfaction Mean
How satisfied are you that this campus demonstrates a commitment to meeting the needs of:	
part-time students	5.32
evening students	5.23
older, returning learners	5.24
under-represented populations	5.28
commuters	4.99
students with disabilities	5.47
Average Satisfaction Mean	5.26

REGISTRATION AND ELECTRONIC COMMUNICATION

The Registration and Electronic Communication component is made up of four items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this subscale was 5.68.

TABLE 10

2001 Student Satisfaction Survey: Registration and Electronic Communication

ITEM:	Satisfaction Mean
FIU provides adequate opportunities for me to communicate and access information electronically	5.55
Kiosk registration is a useful and convenient method of registration	5.60
The web registration is a useful and convenient method of registration	6.02
The SASS (Student Academic Support System) degree audit is useful in planning my program of study	<u>5.56</u>
Average Satisfaction Mean	5.68

FINANCIAL AID

The Financial Aid component is made up of four items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this subscale was 4.83.

TABLE 11

2001 Student Satisfaction Survey: Financial Aid

ITEM:	Satisfaction Mean
Financial Aid counselors are helpful	4.70
Adequate financial aid is available for most students	4.59
The current facilities of the Student Financial Assistance Office provides better access and services for students who are seeking assistance	5.06
Student Financial Assistance personnel are accessible to answer my questions	<u>4.98</u>
Average Satisfaction Mean	4.83

REGISTRATION AND COURSE PLACEMENT

The Registration and Course Placement component is made up of two items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean for this subscale was 4.90.

TABLE 12

2001 Student Satisfaction Survey: Registration and Course Placement

ITEM:	Satisfaction Mean
I am able to register for the classes I need with few conflicts	4.76
The assessment and course placement procedures are reasonable	5.03
Average Satisfaction Mean	4.90

CUSTOMER SERVICE

The Customer Service component is made up of two items. The items are listed below, along with the satisfaction mean. The overall satisfaction mean was 4.52.

TABLE 13

2001 Student Satisfaction Survey: Customer Service

ITEM:	Satisfaction Mean
Admissions staff are knowledgeable	4.89
I seldom get the "run-around" when seeking information on this campus	<u>4.15</u>
Average Satisfaction Mean	4.52

INTRAMURAL ACTIVITIES

The Intramural Activities component is made up of one item. The item is listed below, along with the satisfaction mean.

TABLE 14

2001 Student Satisfaction Survey: Intramural Activities

ITEM:	Satisfaction Mean
A variety of intramural activities are offered	5.03

ADMINISTRATION

The Administration component is made up of three items. The items are listed below, along with the satisfaction mean for each item. The overall satisfaction mean for this subscale was 4.57.

TABLE 15

2001 Student Satisfaction Survey: Administration

ITEM:	Satisfaction Mean
Administrators are approachable to students	4.67
Billing policies are reasonable	4.49
Financial Aid awards are announced to students in time to be helpful in college planning	<u>4.55</u>
Average Satisfaction Mean	4.57

BOOKSTORE STAFF

The Bookstore Staff component is made up of one item. The item is listed below, along with the satisfaction mean.

TABLE 16

2001 Student Satisfaction Survey: Bookstore Staff

ITEM:	Satisfaction Mean
Bookstore staff are helpful	5.33

STUDENT ACTIVITY FEES

The student Activity Fees component is made up of one item. The item is listed below, along with the satisfaction mean.

TABLE 17

2001 Student Satisfaction Survey: Student Activity Fees

ITEM:

Student activity fees are put to good use.

Satisfaction Mean

4.88

FOOD SELECTION ON CAMPUS

The Food Selection On Campus component is made up of one item. The item is listed below, along with the satisfaction mean.

TABLE 18

2001 Student Satisfaction Survey: Food Selection On Campus

ITEM:

There is an adequate selection of food available in the cafeteria

Satisfaction Mean

4.95

PARKING

The Parking component is made up of one item. The item is listed below, along with the satisfaction mean.

TABLE 19

2001 Student Satisfaction Survey: Parking

ITEM:

The number of student parking spaces on campus is adequate

Satisfaction Mean

2.66

OVERALL ANALYSIS OF PRINCIPAL COMPONENTS

Table 20, below, shows a summary of the overall satisfaction means for each of the sixteen principal components. The respondent students were most positive toward the items in the Registration and Electronic Communication factor: “FIU provides adequate opportunities for me to communicate and access information electronically,” “Kiosk registration is a useful and convenient method of registration,” “The web registration is a useful and convenient method of registration,” and “The SASS (Student Academic Support System) degree audit is useful in planning my program of study.” The respondent students were least positive toward the item in the parking factor, “The number of student parking spaces on campus is adequate.”

TABLE 20
2001 Student Satisfaction Survey Factors:

	Satisfaction Means
Campus Atmosphere	5.17
Faculty	5.31
Campus Life	5.00
Academic Advising	4.94
Diversity	5.17
Commitment to Nontraditional Students	5.26
Registration and Electronic Communication	5.68
Financial Aid	4.83
Registration and Course Placement	4.90
Customer Service	4.52
Intramural Activities	5.03
Administration	4.57
Bookstore Staff	5.33
Student Activity Fees	4.88
Food Selection On Campus	4.95
Parking	2.66

ITEM ANALYSES

The following two tables (Tables 21-22) identify items in the survey that students reported that they find most satisfactory and least satisfactory.

TABLE 21

	Satisfaction Mean
NINE ITEMS OF GREATEST SATISFACTION TO STUDENTS	
1) The web registration is a useful and convenient method of registration	6.02
2) The campus is safe and secure for all students	5.81
3) On the whole, the campus is well maintained	5.77
5) Kiosk registration is a useful and convenient method of registration	5.60
5) The Schedule of Classes is easy to read and understand	5.60
6) The SASS (Student Academic Support System) degree audit is useful in planning my program of study	5.56
7) FIU provides adequate opportunities for me to communicate and access information electronically	5.55
8) Nearly all of the faculty are knowledgeable in their field	5.50
9) Freedom of expression is protected on campus	5.49

TABLE 22

	Satisfaction Mean
TEN ITEMS OF LEAST SATISFACTION TO STUDENTS	
1) The number of student parking spaces on campus is adequate	2.66
2) I seldom get the “run-around” when seeking information on this campus	4.15
3) Billing policies are reasonable	4.49
4) The intercollegiate athletics programs contribute to a sense of school spirit	4.53
5) Financial aid awards are announced to students in time to be helpful in college planning	4.55
7) Adequate financial aid is available for most students	4.59
7) There are a sufficient number of weekend activities for students	4.59
8) The faculty care about me as an individual	4.64
9) Administrators are approachable to students	4.67
10) Counseling staff cares about students as individuals	4.69

CONCLUSIONS FROM THE SPRING 2001 STUDENT SATISFACTION SURVEY

The Student Satisfaction Survey was distributed to 2050 current FIU students. There were almost 900 usable surveys that were returned, and the response rate was a very respectable 42%. This is even more significant when considering the extreme length of the survey. Generally in survey research, response rates plummet as the number of survey items increase. In addition, it is believed that the respondents were fairly representative of the University's student population.

It should be noted that initially a random sampling technique was attempted (cluster sampling) but could not be completed due to time constraints and the small number of students who returned the surveys. After approximately one month, a decision was made to change the sampling strategy and the surveys were distributed at the President's Millennium meetings with students and during student government elections. During the student government elections, students who turned in a completed survey were given a free student government elections t-shirt. This could have perhaps biased the responses of some students; however, the surveys were carefully screened for systematic biases such as response sets (a large number of questions are answered by the same response). Sixty-six surveys were removed from the sample due to a significant amount of missing information or evidence of a response set bias.

The survey needs to be shortened and better organized for future use, as evidenced by the results of the factor analysis. Approximately fifty percent of the items loaded onto a specific factor in the Principal Components factor analysis. This is an indication that the other 50% of survey items actually reduced the validity of the survey. The survey items were very diverse and broad. This can be helpful in an effort to garner information about a broad variety of topics, but statistically it is problematic. A survey should be focused on a small number of topics to be effective. Therefore it is suggested that a new survey (shorter and more focused) be implemented in the future.

Overall, students seemed satisfied with most of the survey items that appeared in the factor analysis. They appeared to be particularly pleased with the registration options (web registration, kiosk, telephone). As expected, the students were least satisfied with the parking situation. As this survey was the first Continuous Quality Improvement Student Satisfaction survey at FIU, there is no comparative data available to assess the level of student satisfaction. In the future, we will be able to compare data from year to year and will be able to assess trends in the level of student satisfaction. These survey results can be used as a baseline, or starting point, from which we can compare to survey results in the future.

Appendix A
SELECTED ITEMS FROM THE STUDENT SATISFACTION
SURVEY:

(Percentages may not add up to 100%, because some respondents did not answer every question)

	<u>Dissatisfied</u>	<u>Neutral</u>	<u>Satisfied</u>
Most students feel a sense of belonging here	19.5%	15.7%	62.0%
The campus staff are caring and helpful	16.0%	16.3%	64.9%
It is an enjoyable experience to be a student on this campus	11.6%	14.7%	69.9%
I feel a sense of pride about my campus	12.9%	19.2%	64.6%
I am able to experience intellectual growth here	8.2%	13.9%	73.6%
Students are made to feel welcome on this campus	12.8%	15.4%	68.1%
The quality of instruction I receive in most of my classes is excellent	14.2%	13.9%	70.5%
Adjunct faculty are competent as classroom instructors	11.8%	18.3%	61.6%
There is a strong commitment to racial harmony on this campus	8.9%	16.7%	70.0%
Faculty are usually available after class and during office hours	10.8%	12.1%	73.3%
Nearly all of the faculty are knowledgeable in their field	9.1%	11.4%	76.6%
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)	8.9%	17.3%	33.0%
Residence hall staff are concerned about me as an individual	7.1%	13.4%	36.0%
Males and females have equal opportunities to participate in intercollegiate athletics	7.6%	19.0%	45.9%
The security staff respond quickly in emergencies	9.5%	16.6%	45.1%
Residence hall regulations are reasonable	7.8%	13.7%	35.1%
My academic advisor is approachable	18.2%	12.5%	63.5%
My academic advisor is concerned about my success as an individual	18.9%	16.4%	59.0%
My academic advisor helps me set goals to work toward	21.0%	17.6%	53.7%
My academic advisor is knowledgeable about my major requirements	15.8%	12.5%	66.1%
My first year of academic advising at FIU was helpful in planning my program of study	22.0%	13.3%	57.7%
The academic advising I received is timely, accurate and helpful for me to progress through my program of study in a timely manner	19.1%	14.7%	60.9%
I have access to mental health and personal counseling on campus	7.0%	18.3%	50.2%
FIU provides adequate opportunities for spiritual growth and religious expression on campus	7.4%	21.0%	48.7%
FIU devotes adequate attention to sexual harassment issues	6.0%	20.5%	49.2%
Opportunities for student involvement and participation in campus life programs allow me to make important contributions to student life at FIU	7.2%	20.5%	56.1%
FIU devotes adequate attention to racial and ethnic issues	6.7%	20.6%	56.2%
FIU devotes adequate attention to alcohol and drug use	8.8%	24.7%	48.6%
How satisfied are you that this campus demonstrates a commitment to meeting the needs of:			
part-time students	7.9%	13.9%	57.5%
evening students	10.1%	13.8%	56.7%
older, returning learners	7.3%	14.9%	46.0%
under-represented populations	7.9%	15.4%	52.1%
commuters	16.6%	13.3%	53.7%
students with disabilities	5.8%	13.3%	53.3%
FIU provides adequate opportunities for me to communicate and access information electronically	7.8%	11.4%	77.1%
Kiosk registration is a useful and convenient method of registration	8.5%	11.6%	69.7%
The web registration is a useful and convenient method of registration	5.2%	7.8%	81.6%
The SASS (Student Academic Support System) degree audit is useful in planning my program of study	9.8%	12.5%	68.4%
Financial Aid counselors are helpful	20.1%	13.7%	47.5%
Adequate financial aid is available for most students	23.8%	12.6%	49.6%

	<u>Dissatisfied</u>	<u>Neutral</u>	<u>Satisfied</u>
The current facilities of the Student Financial Assistance Office provides better access and services for students who are seeking assistance	12.8%	15.9%	55.1%
Student Financial Assistance personnel are accessible to answer my questions	14.3%	15.8%	55.3%
I am able to register for the classes I need with few conflicts	24.9%	11.4%	61.6%
The assessment and course placement procedures are reasonable	14.0%	16.3%	63.6%
Admissions staff are knowledgeable	17.2%	16.4%	57.7%
I seldom get the "run-around" when seeking information on this campus	34.9%	15.8%	45.2%
A variety of intramural activities are offered	11.8%	21.4%	54.5%
Administrators are approachable to students	18.3%	20.7%	53.4%
Billing policies are reasonable	24.8%	20.0%	49.9%
Financial Aid awards are announced to students in time to be helpful in college planning	24.3%	15.2%	46.8%
Bookstore staff are helpful	11.9%	14.7%	71.4%
Student activity fees are put to good use.	16.9%	19.2%	56.5%
There is an adequate selection of food available in the cafeteria	19.2%	13.4%	61.8%
The number of student parking spaces on campus is adequate	65.5%	9.9%	20.0%

Appendix B

COMMENTS FROM THE STUDENT SATISFACTION SURVEY:

- 3.8 GPA and no scholarships! Ask me how much I resent FIU.
- Access by bus should be available & adequate, biking and walking should be safe and encouraged! Parking lots can be saved if you follow this, see UPASS in Seattle for more info. Give more money to GSA, Football team is silly idea.
- As a school, I think FIU is fabulous! However, other institutions don't think so. This makes it difficult to apply to a good graduate school.
- Cafeteria needs to be open longer during finals - preferably 24 hours.
- Housing paid by financial aid
- I am very dissatisfied with financial aid policies. I do not qualify; I work part time & contribute to my household to help my Mom, a single parent.
- Look into students who work in advising, registrar, and other major FIU offices. They should not be the only ones there to help if they are not sufficiently experienced. I was misguided many times by students who did not know how to answer my questions.
- More school spirit and working kiosk machines
- My suggestion: not everyone speaks Spanish! Bear this in mind when hiring help!
- Need better recycling program
- Not enough information on black sororities and fraternities
- Not happy with Admissions, Financial Aid /run-around, few teachers, bad grading policies, area surrounding FIU
- Parking is bad
- Satisfaction to commitment for International Students = Not satisfied.
- There is too much construction; it is inconvenient.
- There should be more academic counselors.
- The teachers don't speak English very well.
- Two things bother me-commuters paying parking fees; financial aid not given to those living alone.
- You should be able to bring a guest to play in the basketball gym and not have to pay \$5!