

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



**Research Report 2002-04
Survey of Graduating Masters and Doctoral Students
Fall 2000 – Spring 2001**

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

Office of Planning & Institutional Effectiveness

The Graduating Masters and Doctoral Student Survey is one of a series of Continuous Quality Improvement Surveys instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the third survey report from the Graduating Masters and Doctoral Student Survey, and the ninth 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 305-348-2731, (FAX) 305-348-1908, or visit us at University Park PC 543.

TABLE OF CONTENTS

Table of Contents	1
Executive Summary of the <i>Graduating Masters and Doctoral Student Survey</i> Fall 2000 – Spring 2001	3
I. Summary of the Responses to the <i>Graduating Masters and Doctoral Student Survey</i> Fall 2000 - Spring 2001	
Introduction	5
Methodology:	
Sampling Design	5
Statistics	5
<i>Table 1 Return Rates of Fall 2000 & Spring 2001 Graduating Masters and Doctoral Students By College/School</i>	6
<i>Table 2 Comparison of Response Rates By College/School 2000-2001</i>	7
II. Primary Findings from the Fall 2000 – Spring 2001 Survey	
A. Principal Indicators of Satisfaction with FIU	8
B. Items With the Highest Correlations	9
C. Strongest Predictors of Overall Academic Experience (Multiple Regression Model)	9
D. Strongest Correlates of Overall Satisfaction With Graduate Program	9
E. Strongest Correlates of Overall Academic Experience at FIU	9
III. Ten Principal Indicators of Overall Satisfaction With FIU (A graphical analysis)	10
Figure 1: Overall Satisfaction	10
Figure 2: Overall Academic Experience	10
Figure 3: Challenged to Do Best	11
Figure 4: Recommend Graduate Program to Others	11
Figure 5: Satisfaction With Department of Major	12
Figure 6: Professors Were Good Teachers	12
Figure 7: Availability of Research Facilities	13
Figure 8: Professors Were Good Researchers	13
Figure 9: Research Quality In Graduate Program	14
Figure 10: Faculty Availability to Collaborate On Graduate Student Research	14
IV. Three-Year Comparison of Ten Principal Indicators of the Graduating Masters and Doctoral Students' Satisfaction With FIU	15
Figure 11: Overall Satisfaction With Graduate Program	15
Figure 12: Overall Academic Experience	16
Figure 13: Challenged To Do Best	16
Figure 14: Recommend FIU	17
Figure 15: Satisfaction With Department	17
Figure 16: Professors Were Good Teachers	18
Figure 17: Availability of Research Facilities	18
Figure 18: Professors Were Good Researchers	19
Figure 19: Research Quality In Graduate Program	19
Figure 20: Faculty Available to Assist Research	20
Conclusions	20
V. Comparison of Responses to the Principal Indicators of Graduate Student Satisfaction Between UCF and Three-Year Average Data for FIU	21
Figure 21: Overall Academic Experience	21
Figure 22: Recommend Graduate Program	21

Figure 23: Professors Were Good Teachers	22
Figure 24: Availability of Research Facilities In Graduate Program	22
Figure 25: Quality of Research In Graduate Program	23
Figure 26: Faculty Available to Assist	23
Conclusions	23
VI. Group Differences	24
A. Differences Between Gender Groups	24
<i>Table 3 Demographic Information By Gender</i>	24
Gender Demographics	25
Statistically Significant Gender Differences Between Means	25
B. Differences Among Racial/Ethnic Groups	25
<i>Table 4 Demographic Items By Racial/Ethnic Group</i>	26
Racial/Ethnic Demographics	27
Selected Statistically Significant Racial/Ethnic Differences Among Means	27
C. Differences Among College/School Groups	27
<i>Table 5 Demographic Items By College/School</i>	27
College/School Demographics	28
Selected Statistically Significant College/School Differences Among Means	29
D. Differences Among Campus Groups	30
<i>Table 6 Demographic Information By Campus</i>	30
Campus Demographics	31
VII. Conclusions from the 2000-2001 <i>Graduating Masters and Doctoral Student Survey</i>	31
Appendix A: <i>Graduating Masters and Doctoral Student Survey</i>	33
Appendix B: Answers to Open-Ended Questions	44

EXECUTIVE SUMMARY OF THE *GRADUATING MASTERS AND DOCTORAL STUDENT SURVEY* FALL 2000 – SPRING 2001

This report summarizes the main findings from the Fall 2000 – Spring 2001 Florida International University *Graduating Masters and Doctoral Student Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was adapted from a prototype survey developed by the SUS Accountability Committee on Survey Activity (Legg, Final Report, 1992). The survey was designed to measure graduates' satisfaction with and attitudes about Florida International University. The survey design assured respondents of their anonymity in an attempt to facilitate candor.

The *Graduating Masters and Doctoral Student Survey* was distributed to 1,041 individuals who were members of the graduating classes of Fall 2000 or Spring 2001. The survey was returned by 152 graduates, for a response rate of approximately 15%. The comprehensive survey asked questions about the graduates' satisfaction with Florida International University in various domains such as the quality and availability of faculty in their major, the quality of research produced in the graduate program, the quality and availability of academic advising by university advising staff and faculty members, and the quality of the libraries. The survey also questioned graduates about the frequency of use and quality of services such as Counseling and Psychological Services, Recreational Services, and Health Services.

Ten principal indicators have been singled out as the most reliable measures of the graduates' satisfaction with FIU and have been summarized below.

- *Overall Satisfaction With Graduate Program:* 88% of the graduates indicated that they were satisfied with their graduate program (32% very satisfied, 56% satisfied).
- *Overall Academic Experience:* 87% of the graduates rated positively their overall academic experience (37% excellent, 50% good ratings).
- *Challenged:* 89% of the graduates agreed that they had been challenged to do the best that they could (61% most of the time, 28% some of the time).
- *Recommend FIU:* 93% of the graduates reported that they would recommend FIU to a friend or relative considering their graduate program (50% without reservations, 43% with reservations).
- *Satisfaction with Department of Major:* 68% of the graduates were satisfied with the department of their major (22% strongly agreed, 46% agreed).
- *Professors Were Good Teachers:* 89% of the graduates agreed that their professors were good teachers (48% strongly agreed, 41% agreed).
- *Research Facilities Available in Graduate Program:* 67% of the graduates rated positively the availability of research facilities in their graduate program (24% excellent, 43% good).
- *Professors Were Good Researchers:* 75% of the graduates agreed that their professors were good researchers (29% strongly agreed, 46% agreed).

- *Quality of Research in Graduate Program:* 71% of the graduates rated positively the quality of research performed in their graduate program (24% excellent, 47% good).
- *Faculty Available to Assist Graduate Student Research:* 79% of the graduates rated positively the availability of the faculty to assist them in their research (38% excellent, 41% good).

Items With the Highest Correlations

- To the extent that respondents rated highly the responsiveness of FIU's administration to graduate student problems, they also rated highly the responsiveness of FIU's support services to graduate student needs ($r = .81, p < .001$)
- To the extent that respondents agreed that their faculty advisor was available when needed, they also agreed that their faculty advisor was helpful ($r = .81, p < .001$)
- To the extent that the respondents agreed that sufficient time was available during advising sessions with their faculty advisor, they also agreed that their faculty advisor was available when needed ($r = .79, p < .001$)

Strongest Predictors of Overall Academic Experience

- Positive ratings regarding the quality of instruction in graduate program
- Extent of agreement that needed courses were available
- Extent of agreement that professors in graduate program were good teachers

Positive responses to the ten principal indicators of satisfaction remain relatively high, with positive responses of over 75% for seven of the principal indicators. Positive responses to the twelve principal indicators of student satisfaction increased, in general, compared to the responses from students who graduated in Spring 2000. Positive responses increased for five principal indicators and remained about the same for an additional four principal indicators.

Positive responses to the ten principal indicators of student satisfaction generally were stable or increased across the three-year period (1999-2001). Three-year positive responses increased for overall satisfaction with their graduate program, whether the respondents would recommend their graduate program to a friend or relative, agreement that their professors were good teachers, ratings of the availability of research facilities in the graduate program, and ratings of the availability of faculty to assist graduate student research in the graduate program. Three-year positive responses remained about the same for overall academic experience at FIU.

In addition, the responses to the Florida International University *Graduating Masters and Doctoral Student Survey* appear to be comparable to the responses collected by the University of Central Florida for four of the six principal indicators. It is important that the Administration focus its attention on some of the weaker areas illuminated by these survey responses (for example the availability of research facilities and research quality in graduate program) if FIU is to live up to its status as a research institution.

I. SUMMARY OF THE RESPONSES TO THE *GRADUATING MASTERS AND DOCTORAL STUDENT SURVEY* FALL 2000 – SPRING 2001

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 graduates to look back on their time at Florida International University and to provide faculty and administrators feedback on their thoughts and attitudes about their experiences at FIU. Therefore, a Continuous Quality Improvement survey is distributed to graduating students each semester to give each individual an opportunity to have a voice in relaying his or her observations and experiences during his or her matriculation at FIU.

This report summarizes the main findings from the Florida International University *Graduating Masters and Doctoral Student Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was adapted from a prototype survey developed by the SUS Accountability Committee on Survey Activity (Legg, Final Report, 1992). This survey was designed to measure graduate satisfaction with and attitudes about Florida International University. The survey design assured respondents of their anonymity in an attempt to facilitate candor.

METHODOLOGY

Sampling Design. Surveys were distributed in the fall semester (2000), by staff members from the Registrar's office, in a packet of materials that accompanied each student's application for graduation. He or she was instructed to return the completed surveys to his or her respective college/school.

The Registrar's Office provided an exhaustive list of all students who had filed intent to graduate forms for the Spring 2001 semester. These students were emailed a letter from the survey coordinator and the Vice-Provost of Planning and Institutional Effectiveness. Attached to the email was the *Graduating Masters and Doctoral Student Survey* in Microsoft Word format. The students were requested to fill out the survey and return it either electronically or to the address provided. The graduating student was also given an option to request a paper version of the survey. One hundred fifty-two students who were expected to graduate at the end of the Fall 2000 or Spring 2001 semesters responded to the survey, out of a graduating class of 1,041, a response rate of 15%. Table 1 shows the number of graduates by college, percentage of graduates by college, and response rate by college. Table 2 shows the response rates for the Spring 2000 data collection compared to the Fall 2000-Spring 2001 data collection. Appendix A provides the *Graduating Masters and Doctoral Student Survey*, with tabulated responses for each question.

Statistics. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 10.1. In general, a three to five point scale was used for the survey items, with higher scores indicating more positive attitudes. A variety of simple statistics are reported such as percentages and mean findings (arithmetic averages). Correlations (also called bivariate relationships) are used to describe the relationships between two variables. The degree of correlation is denoted by "*r*" (Pearson Product Moment Correlation). A positive correlation indicates that as scores increase for one variable, they also increase for another variable (or both scores decrease). Analysis of Variance (ANOVA) tests were performed and reported by using the "*F*" statistic.

Table 1
Return Rates of Fall 2000 & Spring 2001 Graduating Masters and Doctoral Students By
College/School

FIU College/School	Headcount Population of Graduating Class		Returned Surveys		Return Rate of Surveys	(% of all returned) minus (% of class)
	#	% of <u>graduating class</u>	#	% of all <u>returned</u>	%	%
Architecture	6	.6	1	.7	16.7	0.1
Arts & Sciences	155	14.9	35	23.0	22.6	8.1
Business	326	31.3	58	38.2	17.8	6.9
Education	158	15.2	31	20.4	19.6	5.2
Engineering	96	9.2	4	2.6	4.2	-6.6
Health & Urban Affairs	245	23.5	12	7.9	4.9	-15.6
Hospitality Management	41	3.9	9	5.9	22.0	2.0
Journalism	<u>14</u>	<u>1.4</u>	<u>2</u>	<u>1.3</u>	<u>14.3</u>	-0.1
Totals	1,041	100.0	152	100.0	14.6	

Based upon the response rate patterns, it is believed that the respondents were not representative of the Fall 2000 and Spring 2001 graduating classes. The response rates from each college varied widely from four percent in the College of Engineering to approximately 23% for the College of Arts & Sciences. Respondents from the College of Arts & Sciences were over represented in the survey responses. These respondents returned 23% of all surveys, but they represented about 15% of the graduating class. Respondents from the College of Health and Urban Affairs were under represented in the survey responses. These respondents constituted 24% of the graduating class, but they returned only eight percent of all surveys.

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

FIU College/School	Return Rate of		Average Return Rate 2000-2001
	Return Rate of Surveys Fall 2000- Spring 2001	Surveys Spring 2000	
	<u>%</u>	<u>%</u>	<u>%</u>
Architecture	16.7	100.0	54.5
Arts & Sciences	22.6	27.8	23.9
Business	17.2	62.2	29.8
Education	19.6	8.0	12.9
Engineering	4.2	17.2	7.2
Health & Urban Affairs	5.7	29.8	14.9
Hospitality Management	22.0	66.7	33.9
Journalism	<u>14.3</u>	<u>0.0</u>	<u>10.5</u>
Totals	14.6	29.3	20.0

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

Response rates for the graduating Masters and Doctoral Student Survey were very low. It is unclear whether there is a better way to distribute these surveys. Beginning in Fall 2001, the College/School Dean's Office received a list of students who had filed intent to graduate forms and the Dean's Office or Department Chair contacted the student, in addition to the Office of Planning and Institutional Effectiveness. Unlike most research universities, few graduate students at Florida International University have individual mailboxes in their department where they can receive campus and outside mail. The Colleges/Schools are urged to consider this as a much-needed option in order to facilitate communication with the University's graduate students. In addition, faculty advisors should strongly encourage their graduating students to respond to the survey. It is possible that despite these efforts some of the graduating Masters and Doctoral students are simply not aware of the survey's existence. In addition, the establishment of the new Graduate School at Florida International University should allow for coordination between the Office of Planning and Institutional Effectiveness and the Graduate School in an effort to boost response rates.

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

A. *Principal Indicators of Satisfaction with FIU*

Introduction. Ten principal indicators have been singled out as the most reliable measures of the graduates' satisfaction with FIU. These measures include: their overall satisfaction with their graduate program, whether or not they would recommend FIU to a friend or relative considering their graduate program, whether or not they felt challenged at FIU, their satisfaction with the department of their major, the quality of research in their program, and the quality of the research facilities in their program. In general, FIU graduates reported very positive attitudes toward the University. Overall satisfaction with the graduate program at FIU increased by approximately three percentage points from Spring 2000 (88% compared to 85% in Spring 2000). Ratings of academic experience increased by five percentage points from Spring 2000 (87% compared to 82%). These differences were not statistically significant. The following is a summary of the graduates' responses to the ten principal indicators. A more descriptive analysis can be found on page ten.

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

- *Overall Satisfaction With Graduate Program:* 88% of the graduates indicated that they were satisfied with their graduate program (32% very satisfied, 56% satisfied). **(+3)**
- *Overall Academic Experience:* 87% of the graduates rated positively their overall academic experience (37% excellent, 50% good ratings). **(+5%)**
- *Challenged:* 89% of the graduates agreed that they had been challenged to do the best that they could (61% most of the time, 28% some of the time). **(-1%)**
- *Recommend FIU:* 93% of the graduates reported that they would recommend FIU to a friend or relative considering their graduate program (50% without reservations, 43% with reservations). **(+6%)**
- *Satisfaction with Department of Major:* 68% of the graduates were satisfied with the department of their major (22% strongly agreed, 46% agreed). **(-11%)**
- *Professors Were Good Teachers:* 89% of the graduates agreed that their professors were good teachers (48% strongly agreed, 41% agreed). **(+3%)**
- *Research Facilities Available in Graduate Program:* 67% of the graduates rated positively the availability of research facilities in their graduate program (24% excellent, 43% good). **(=)**
- *Professors Were Good Researchers:* 75% of the graduates agreed that their professors were good researchers (29% strongly agreed, 46% agreed). **(=)**
- *Quality of Research in Graduate Program:* 71% of the graduates rated positively the quality of research performed in their graduate program (24% excellent, 47% good). **(+1)**

- *Faculty Available to Assist Graduate Student Research:* 79% of the graduates rated positively the availability of the faculty to assist them in their research (38% excellent, 41% good). (+5)

B. Items with the Highest Correlations

- To the extent that respondents reported that their education at FIU contributed to their logical thinking, they also reported that their education at FIU contributed to their critical thinking ($r = .83, p < .001$)
- To the extent that respondents rated highly the responsiveness of FIU's administration to graduate student problems, they also rated highly the responsiveness of FIU's support services to graduate student needs ($r = .81, p < .001$)
- To the extent that respondents agreed that their faculty advisor was available when needed, they also agreed that their faculty advisor was helpful ($r = .81, p < .001$)
- To the extent that the respondents agreed that sufficient time was available during advising sessions with their faculty advisor, they also agreed that their faculty advisor was available when needed ($r = .79, p < .001$)

C. Strongest Predictors of Overall Academic Experience (Multiple Regression Model)

- Positive ratings regarding the quality of instruction in graduate program
- Extent of agreement that needed courses were available
- Extent of agreement that professors in graduate program were good teachers
- Extent of agreement that there was a good range of courses in graduate program

D. Strongest Correlates of Overall Satisfaction With Graduate Program

- Extent of satisfaction with how well their major department met its goals and objectives
- Positive ratings of overall academic experience
- Likelihood of recommending FIU to a friend or relative considering their graduate program
- Extent of agreement that there was a good range of courses in graduate program
- Extent of agreement that the quality of courses prepared them for employment

E. Strongest Correlates of Overall Academic Experience at FIU

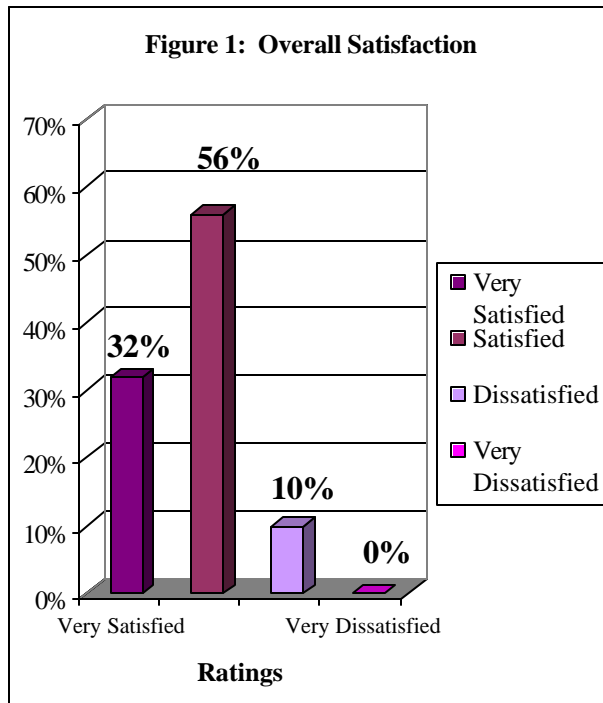
- Likelihood of recommending FIU to a friend or relative considering their graduate program
- Extent of satisfaction with how well their major department met its goals and objectives
- Positive ratings regarding the quality of instruction in graduate program
- Extent of agreement that the quality of courses prepared them for employment
- Extent of agreement that needed courses were available

III. TEN PRINCIPAL INDICATORS OF OVERALL SATISFACTION WITH FIU

(A graphical analysis)

Please note that responses may not add up to 100%; some respondents did not answer every question.

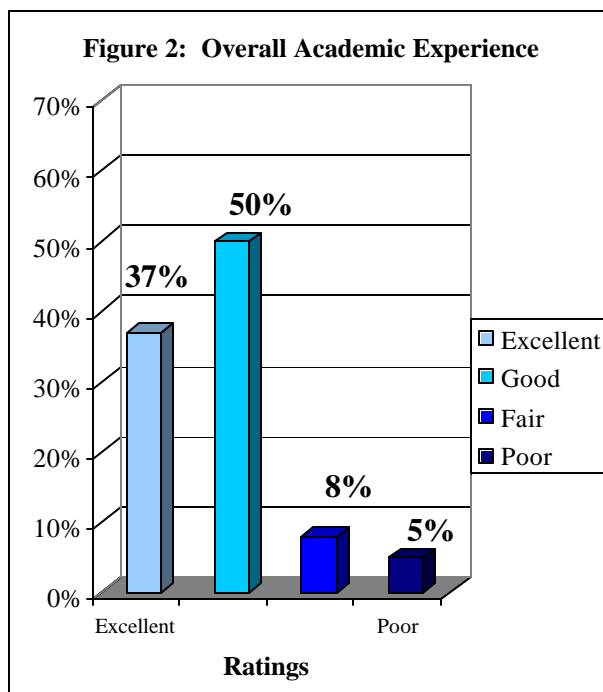
Overall Satisfaction With Program



The findings in Figure 1 indicate that 88% of graduating respondents were satisfied overall with their graduate program at FIU: 32% of respondents reported that they were very satisfied and 56% were satisfied. Ten percent of graduating respondents reported that they were dissatisfied with their overall graduate program at FIU.

Correlations: To the extent that graduating respondents were satisfied overall with their graduate program at FIU, they also agreed that they were satisfied that their major department met its goals and objectives ($r = .60, p < .001$), would recommend their graduate program to a friend or relative considering their graduate program ($r = .60, p < .001$), rated highly their overall academic experience ($r = .57, p < .001$), and agreed that there was a good range of courses in their major ($r = .51, p < .001$).

Overall Academic Experience

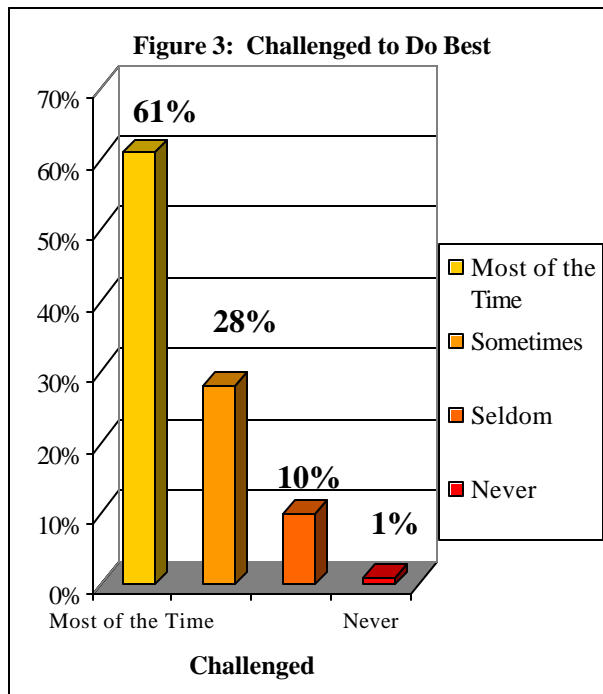


The findings in Figure 2 indicate that 87% of graduating respondents reported a positive overall academic experience at FIU: 37% rated their academic experience as excellent while 50% rated their academic experience as good. Thirteen percent of respondents reported that their academic experience at FIU was negative: 8% rated their academic experience as fair and 5% rated their academic experience as poor.

Correlations: To the extent that graduating respondents rated their overall academic experience highly, they reported that they would be likely to recommend FIU to a friend or relative considering their graduate program ($r = .68, p < .001$) and rated highly the quality of instruction in their graduate program ($r = .65, p < .001$). Graduating respondents who rated highly their overall academic experience also agreed that they

were satisfied that their major department met its goals and objectives ($r = .65, p < .001$) and reported that the quality of courses prepared them for employment ($r = .60, p < .001$).

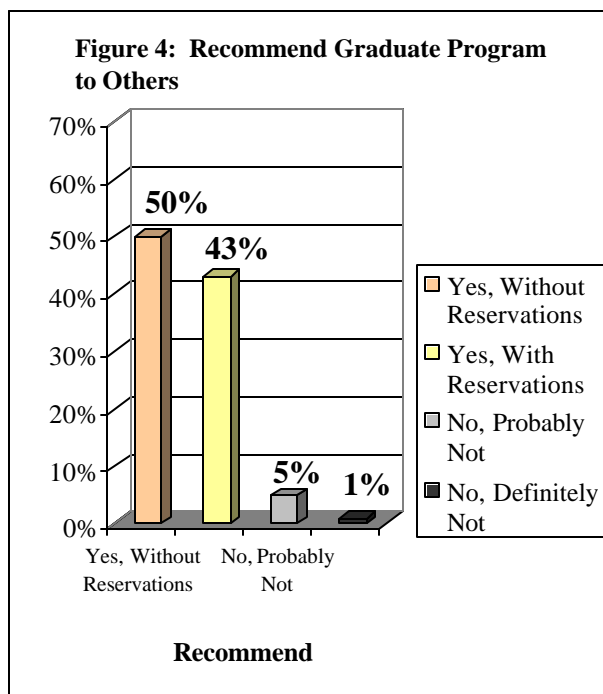
Challenged to Do Their Best



The findings depicted in Figure 3 indicate that 89% of graduating respondents reported that they were challenged to do their best at FIU: 61% reported that they were challenged to do their best most of the time and an additional 28% reported that they were challenged sometimes. Eleven percent of respondents reported that they were not challenged to do their best at FIU: 10% reported that they were seldom challenged and another 1% reported that they had never been challenged at FIU.

Correlations: To the extent that graduating respondents were challenged to do their best at FIU, they also reported that they would be likely to recommend FIU to a friend or relative considering their graduate program ($r = .59, p < .001$), agreed that they were satisfied that their major department met its goals and objectives ($r = .53, p < .001$), rated highly the quality of instruction at FIU ($r = .50, p < .001$), and believed that the professors in their program at FIU were good teachers ($r = .45, p < .001$).

Recommend Graduate Program to Others

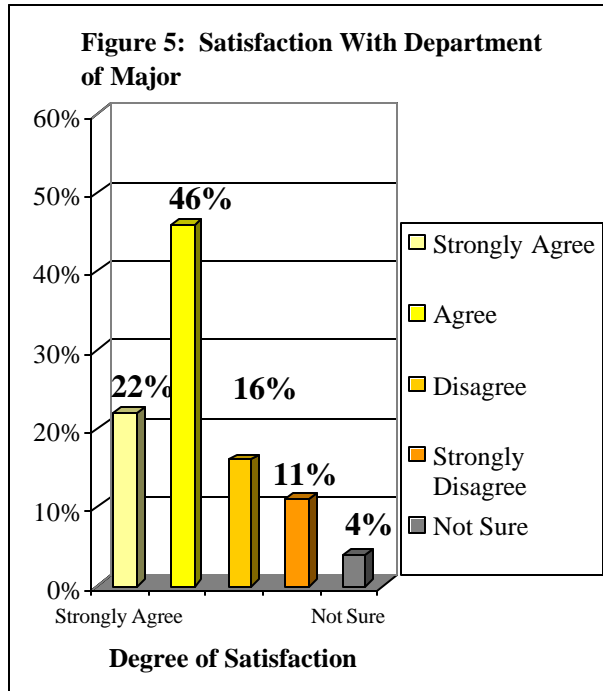


The findings depicted in Figure 4 indicate that 93% of respondents would recommend their graduate program to a friend or relative considering graduate school: 50% would recommend FIU without reservations and 43% would recommend FIU with reservations. Approximately 5% of respondents reported that they probably would not recommend their graduate program and 1% reported that they would not recommend FIU under any circumstances.

Correlations: To the extent that graduating respondents reported that they would be likely to recommend FIU to a friend or relative considering their graduate program, they also agreed that they were satisfied that their major department met its goals and objectives ($r = .68, p < .001$) and rated highly their overall academic experience ($r = .68, p < .001$). Graduating respondents who would

recommend FIU to a friend or relative also agreed that the courses that they needed at FIU were available to them ($r = .61, p < .001$) and reported that they were satisfied overall with their graduate program at FIU ($r = .60, p < .001$).

Satisfaction With Department of Major

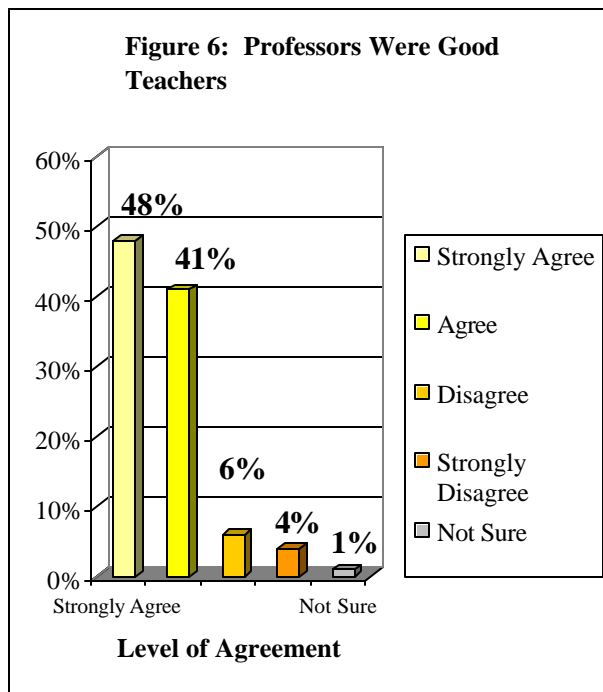


The findings in Figure 5 indicate that 68% of graduating respondents were satisfied with the department of their major at FIU: 22% of respondents strongly agreed that they were satisfied and 46% agreed. Twenty-seven percent of respondents were not satisfied with the department of their major at FIU: 16% of respondents disagreed that they were satisfied and 11% strongly disagreed. Another 4% of respondents were not sure whether they agreed or disagreed.

Correlations: To the extent that graduating respondents agreed that they were satisfied that their major department met its goals and objectives, they also reported that they would recommend FIU to a friend or relative considering their graduate program ($r = .68, p < .001$), rated highly their overall academic experience at FIU ($r = .65,$

$p < .001$), agreed that the courses that they needed at FIU were available to them ($r = .62, p < .001$), and rated highly the quality of instruction at FIU ($r = .61, p < .001$).

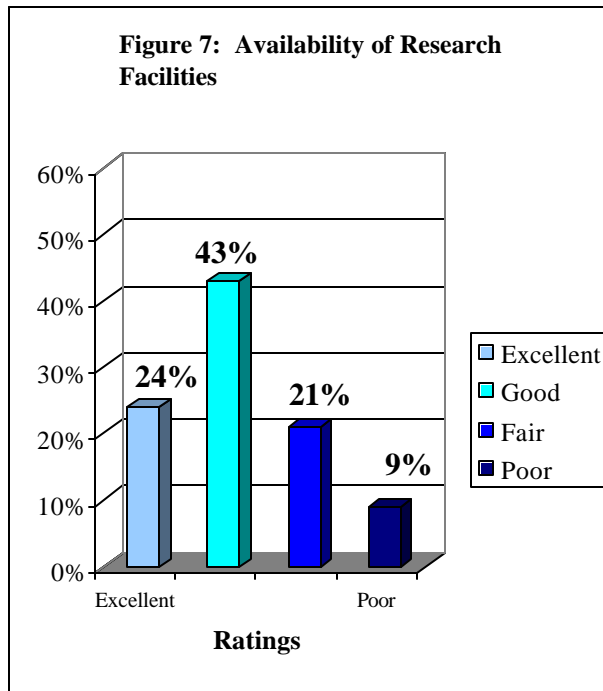
Professors Were Good Teachers



The findings in Figure 6 indicate that 89% of graduating respondents at FIU believed that the professors in their graduate program were good teachers: 48% strongly agreed and another 41% agreed. Ten percent of respondents at FIU believed that the professors in their major were not good teachers: 6% of respondents disagreed and 4% strongly disagreed. One percent of respondents were not sure whether they agreed or disagreed.

Correlations: To the extent that graduating respondents believed that their professors at FIU were good teachers, they also rated highly the quality of instruction at FIU ($r = .65, p < .001$), were satisfied with their overall academic experience at FIU ($r = .55, p < .001$), were satisfied with the fairness of grading in their courses ($r = .55, p < .001$), and were satisfied that their major department met its goals and objectives ($r = .53, p < .001$).

Availability of Research Facilities In Graduate Program

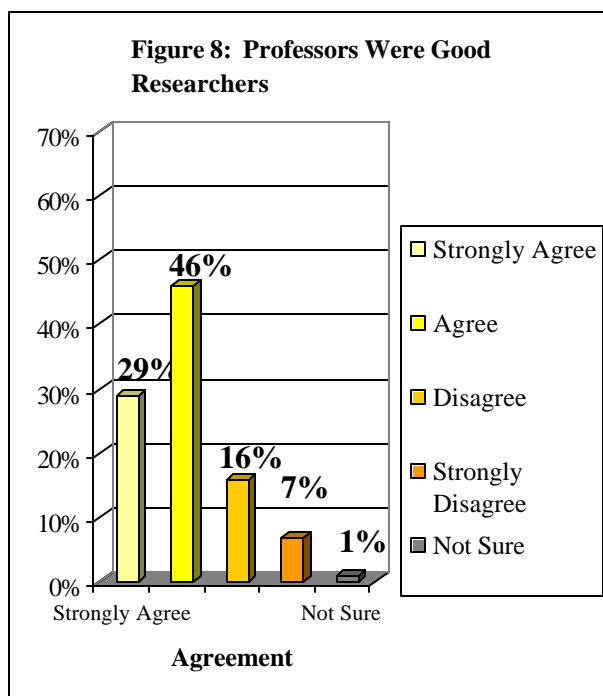


The findings in Figure 7 indicate that 67% of graduating respondents rated highly the availability of research facilities in their graduate program: 24% rated the availability as excellent and an additional 43% rated the availability as good. Thirty percent of respondents assigned low ratings to the availability of research facilities in their graduate program: 21% rated the availability as fair and 9% rated the availability as poor.

Correlations: To the extent that graduating respondents rated highly the availability of research facilities in their graduate program, they also rated highly the research quality in their program ($r = .51, p < .001$), reported that they were satisfied that their major department met its goals and objectives ($r = .38, p < .001$), reported that they were provided opportunities at FIU to develop computer skills ($r = .37, p < .001$), and

reported that the advising they received from university or departmental faculty members was useful for their career goals ($r = .37, p < .001$).

Professors Were Good Researchers

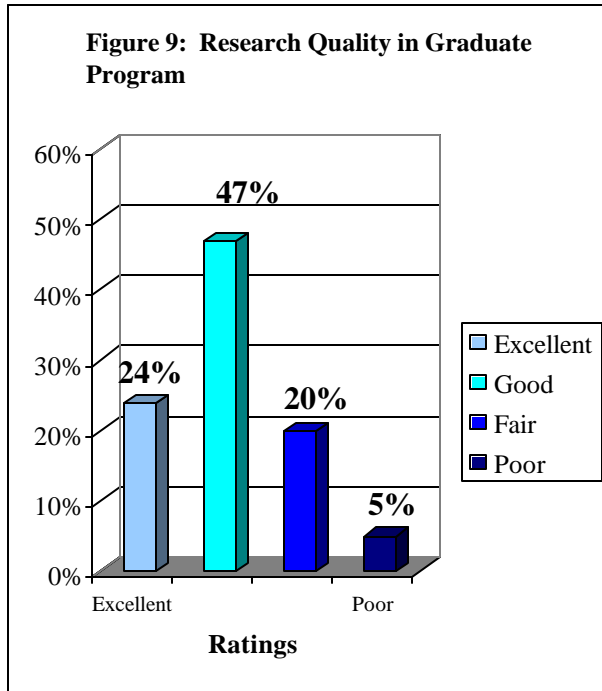


The findings in Figure 8 indicate that 75% of graduating respondents agreed that the professors in their graduate program were good researchers: 29% strongly agreed and another 46% agreed. Twenty-three percent of respondents disagreed that their professors were good researchers: 16% disagreed, while 7% strongly disagreed. Another 1% of respondents were not sure if the professors in their graduate program were good researchers.

Correlations: To the extent that the graduating respondents agreed that the professors in their graduate program were good researchers, they also rated highly the research quality in their graduate program ($r = .48, p < .001$), agreed that their professors at FIU were good teachers ($r = .47, p < .001$), reported that there was sufficient time available during their advising sessions with university or departmental faculty members

($r = .41, p < .001$), and reported that their education at FIU had contributed to their ability to understand written information ($r = .41, p < .001$).

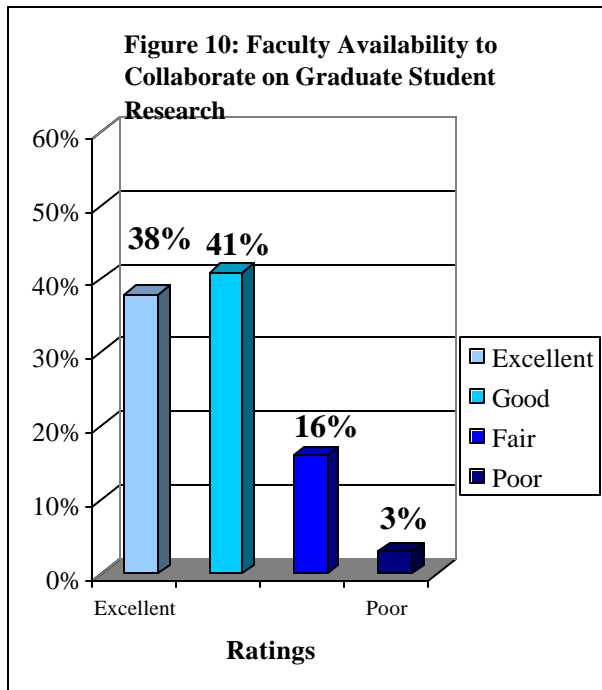
Research Quality In Graduate Program



The findings in Figure 9 indicate that 71% of graduating respondents rated highly the research quality in their graduate program: 24% rated the quality as excellent, with another 47% giving the research quality a rating of good. Twenty-five percent of respondents rated negatively the research quality in their graduate program: 20% rated the quality as fair and 5% rated the research quality as poor.

Correlations: To the extent that graduating respondents rated highly the research quality in their graduate program, they also rated highly the availability of research facilities in their graduate program ($r = .51, p < .001$), reported that their education at FIU contributed to their ability to speak effectively ($r = .49, p < .001$), reported that the professors in their program were good researchers ($r = .48, p < .001$), and rated highly the quality of instruction in their graduate program at FIU ($r = .46, p < .001$).

Faculty Availability to Collaborate On Graduate Student Research



The findings in Figure 10 indicate that 79% of graduating respondents rated positively faculty availability to collaborate on graduate student research: 38% rated faculty availability as excellent and another 41% rated faculty availability as good. Nineteen percent of respondents rated negatively faculty availability to collaborate on graduate student research: 16% rated faculty availability as fair and 3% assigned a rating of poor.

Correlations: Graduating respondents who rated highly the availability of faculty to collaborate on graduate student research also rated highly the opportunity to interact with faculty members in their graduate program ($r = .72, p < .001$), reported that the advice they received from university or departmental faculty members was useful for their research goals ($r = .63, p < .001$), reported that

sufficient time was available during advising sessions with university or departmental faculty members ($r = .54, p < .001$), and reported that the advice they received from university or departmental faculty members was useful for their career goals ($r = .53, p < .001$).

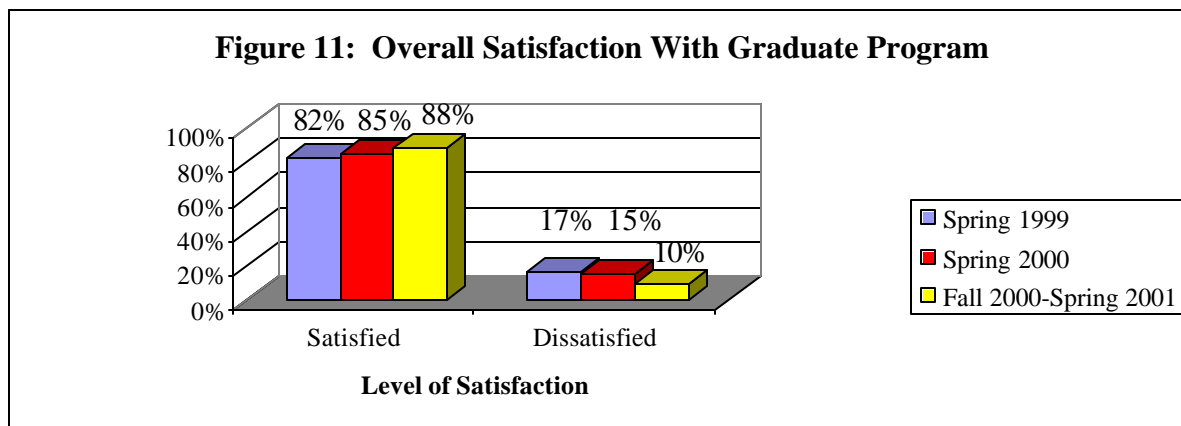
IV. THREE-YEAR COMPARISON OF TEN PRINCIPAL INDICATORS OF THE GRADUATING MASTERS AND DOCTORAL STUDENTS' SATISFACTION WITH FIU

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

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

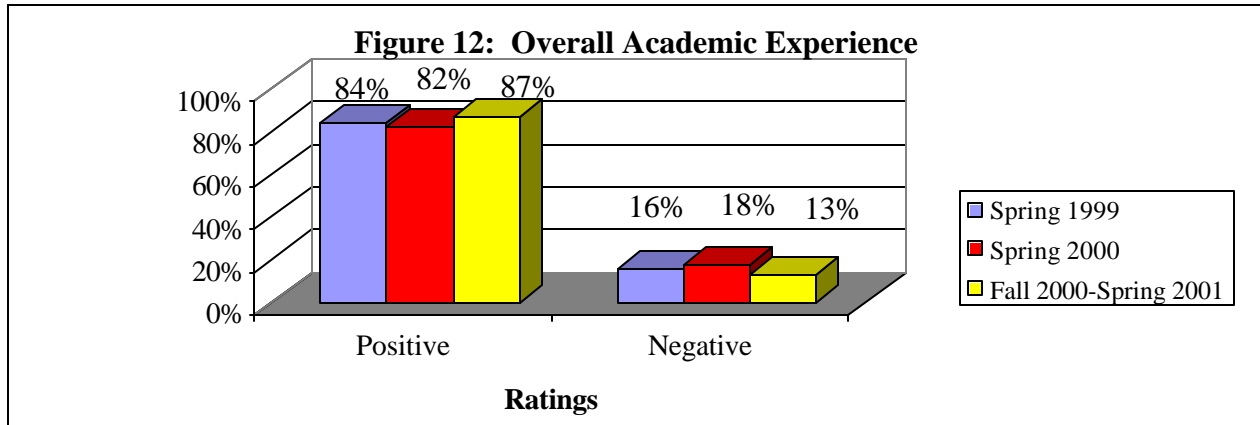
Please note that responses may not add up to 100%; some respondents did not answer every question.

Overall Satisfaction With Graduate Program at FIU



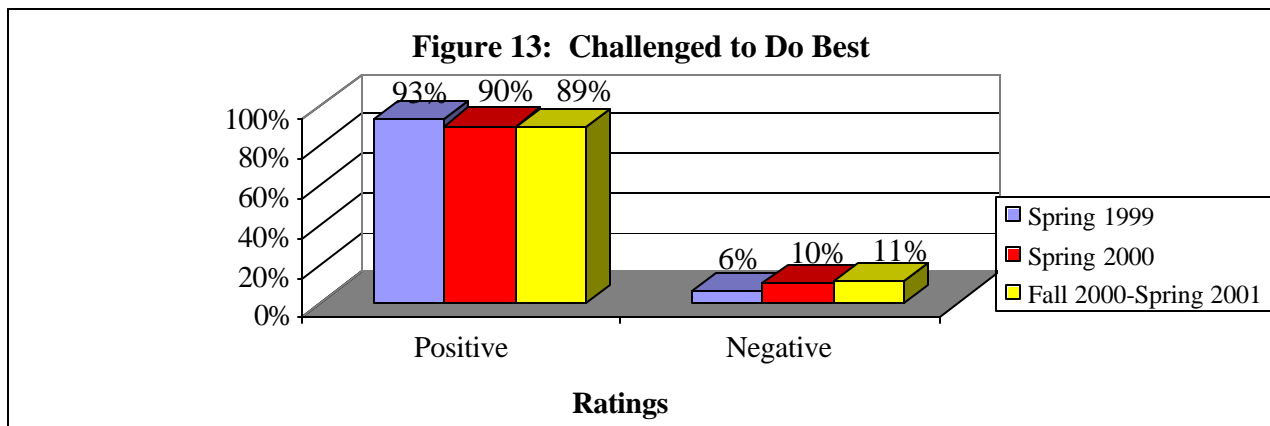
Graduating respondents at FIU reported increasing levels of overall satisfaction with their graduate program at FIU from 1999 to 2001. Respondents who reported that they were 'Very Satisfied' (25%, 31%, 32%, respectively) or 'Satisfied' (57%, 54%, 56%, respectively) increased from 82%-88% for the three-year period. Respondents who reported that they were 'Dissatisfied' (13%, 11%, 10%, respectively) or 'Very Dissatisfied' (4%, 4%, 0%, respectively) decreased from 17%-10% for the three-year period.

Overall Academic Experience



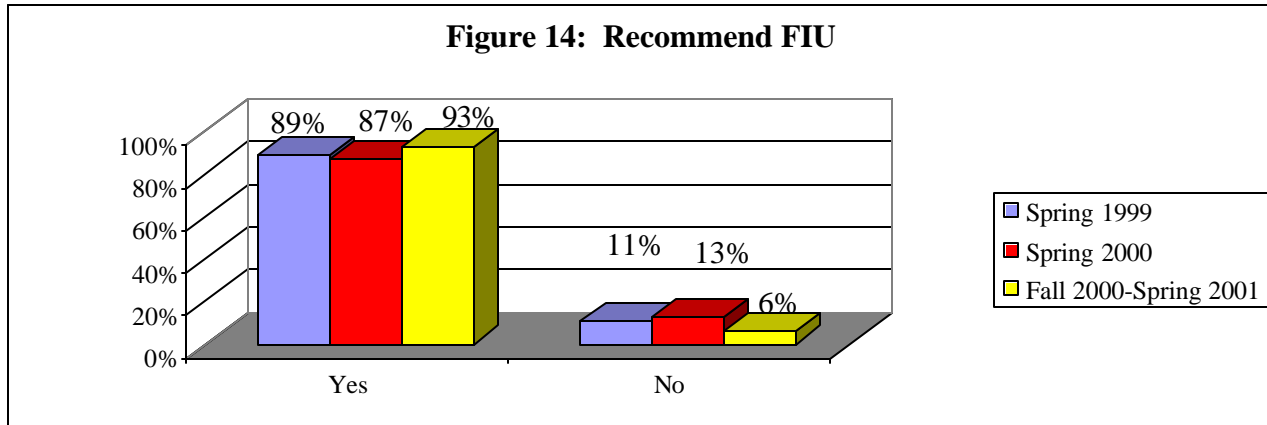
Graduating respondents at FIU reported varying levels of positive ratings toward their overall academic experience at FIU from 1999 to 2001. Respondents who reported ‘Excellent’ (23%, 33%, 37%, respectively) or ‘Good’ (61%, 49%, 50%, respectively) ratings ranged from 84-82-87% for the three-year period. Respondents who reported ‘Fair’ (16%, 13%, 8%, respectively) or ‘Poor’ (0%, 5%, 5%, respectively) ratings ranged from 16-18-13% for the three-year period.

Challenged to Do Their Best



Graduating respondents at FIU reported that they were challenged to do their best at FIU at decreasing levels from 1999 to 2001. Respondents who reported that they are challenged ‘Most of the time’ (45%, 58%, 61%, respectively) or ‘Sometimes’ (48%, 32%, 28%, respectively) decreased from 93-89% for the three-year period. Respondents who reported that they were challenged to do their best ‘Seldom’ (2%, 7%, 10%, respectively) or ‘Never’ (4%, 3%, 1%, respectively) increased from 6-11% for the three-year period.

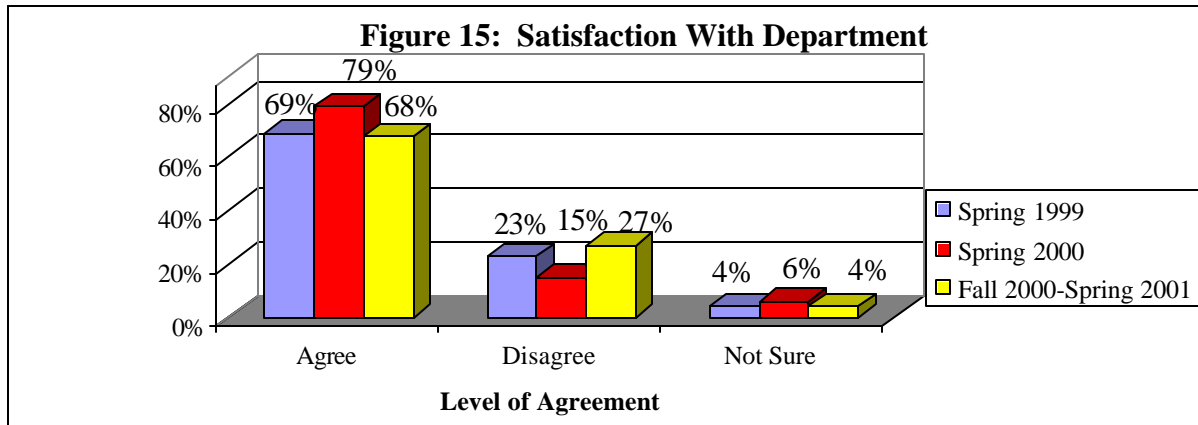
Recommend Graduate Program to a Friend or Relative



Graduating respondents at FIU have increasingly reported that they would recommend FIU to a friend or relative considering their graduate program. Respondents who reported that they would ‘recommend FIU without reservations’ (54%, 53%, 50%, respectively) or would ‘recommend with reservations’ (35%, 34%, 43%, respectively) ranged from 89-87-93% for the three-year period. Respondents who reported that they would ‘probably not recommend FIU’ (11%, 9%, 5%, respectively) or ‘definitely would not recommend FIU’ (0%, 4%, 1%, respectively) ranged from 11-13-6% for the three-year period.

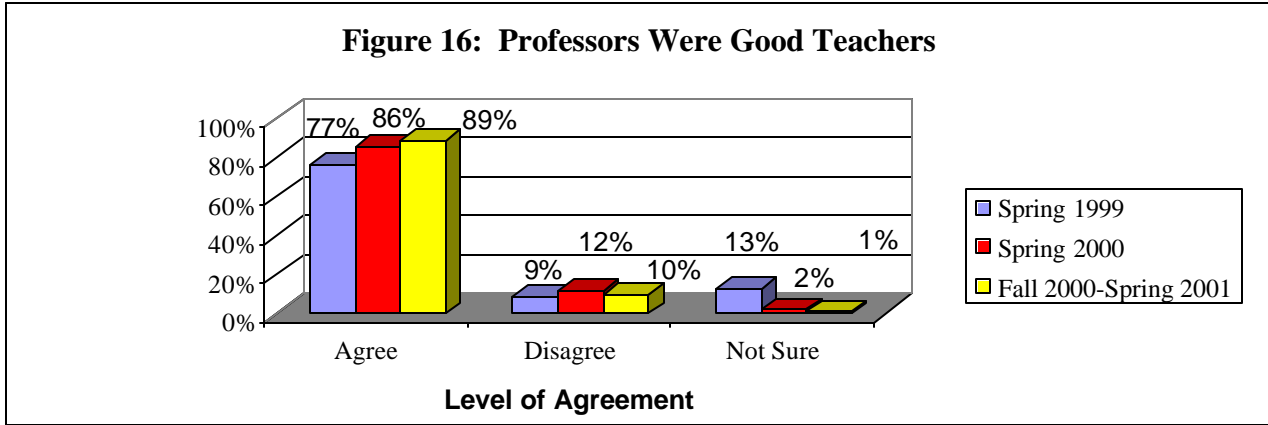
Satisfaction With Department of Major

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



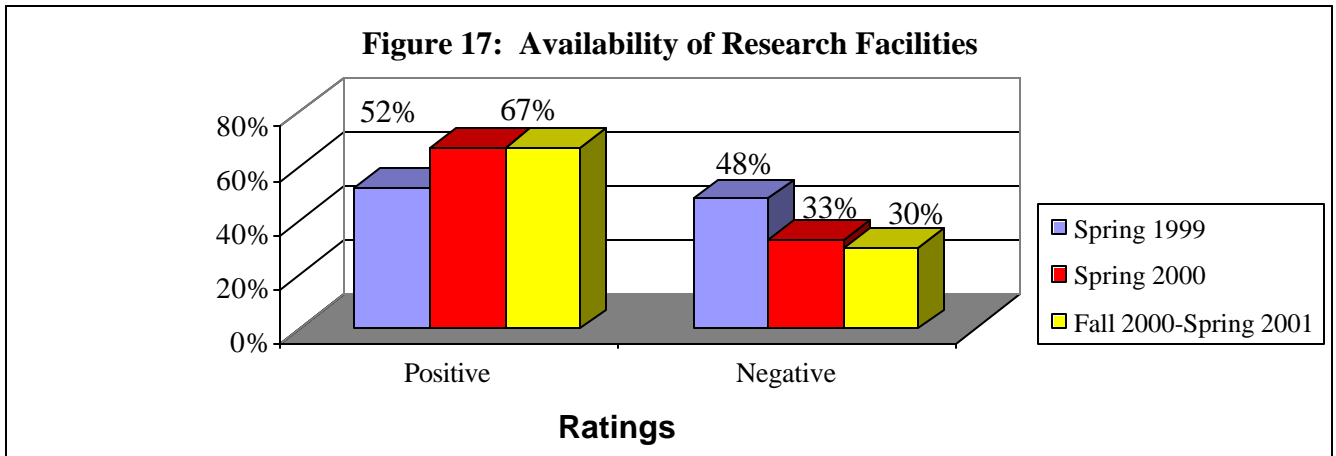
Graduating respondents at FIU reported varying levels of satisfaction with the department of their major at FIU from 1999 to 2001. Respondents who ‘Strongly Agreed’ (21%, 21%, 22%, respectively) or ‘Agreed’ (48%, 58%, 46%, respectively) that they were satisfied with the department of their major ranged from 69-79-68% for the three-year period. Respondents who ‘Disagreed’ (18%, 10%, 16%, respectively) or ‘Strongly Disagreed’ (5%, 5%, 11%, respectively) ranged from 23-15-27% for the three-year period. Respondents who made a response of ‘Not Sure’ ranged from 4-6-4% for the three-year period.

Professors Were Good Teachers



Graduating respondents at FIU reported increasing levels of agreement with the statement “My professors were good teachers” from 1999 to 2001. Respondents who ‘Strongly Agreed’ (16%, 41%, 48%, respectively) or ‘Agreed’ (61%, 45%, 41%, respectively) that their professors were good teachers increased from 77-89% for the three-year period. Respondents who ‘Disagreed’ (5%, 7%, 6%, respectively) or ‘Strongly Disagreed’ (4%, 5%, 4%, respectively) ranged from 9-12-10% for the three-year period. Respondents who made a response of ‘Not Sure’ decreased from 13-1% for the three-year period.

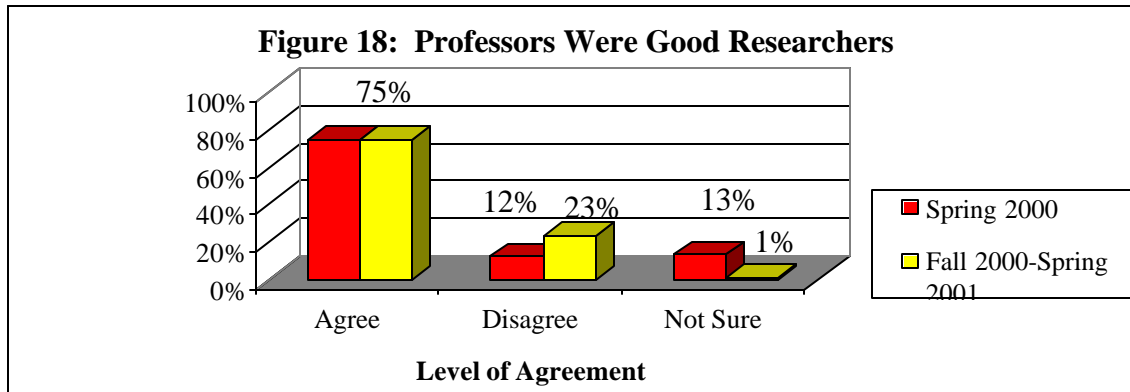
Availability of Research Facilities In Graduate Program



Graduating respondents at FIU reported increasing levels of positive ratings toward the availability of research facilities in their graduate program. Respondents who reported ‘Excellent’ (6%, 22%, 24%, respectively) or ‘Good’ (46%, 45%, 43%, respectively) ratings increased from 52-67% for the three-year period. Respondents who reported ‘Fair’ (32%, 24%, 21%, respectively) or ‘Poor’ (16%, 9%, 9%, respectively) ratings decreased from 48-30% for the three-year period.

Professors In Graduate Program Were Good Researchers

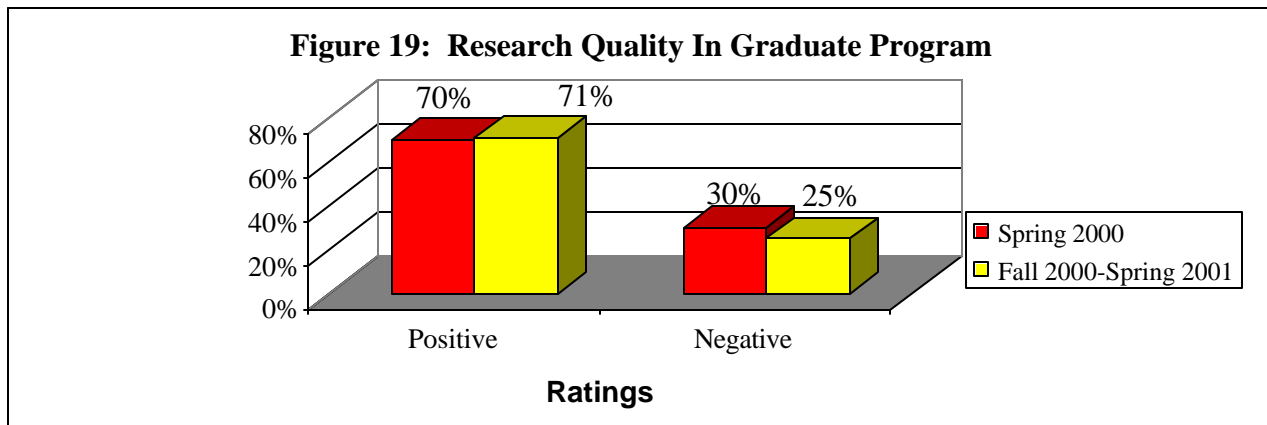
Please note that this question was added to the Graduating Masters and Doctoral Student Survey in 2000.



Graduating respondents at FIU reported steady levels of agreement with the statement “My professors were good researchers” from 2000 to 2001. Respondents who ‘Strongly Agreed’ (26% and 29%, respectively) or ‘Agreed’ (49% and 46%, respectively) that their professors were good teachers was 75% for the two-year period. Respondents who ‘Disagreed’ (7% and 16%, respectively) or ‘Strongly Disagreed’ (5% and 7%, respectively) increased from 12-23% for the two-year period. Respondents who made a response of ‘Not Sure’ decreased from 13-1% for the two-year period.

Research Quality In Graduate Program

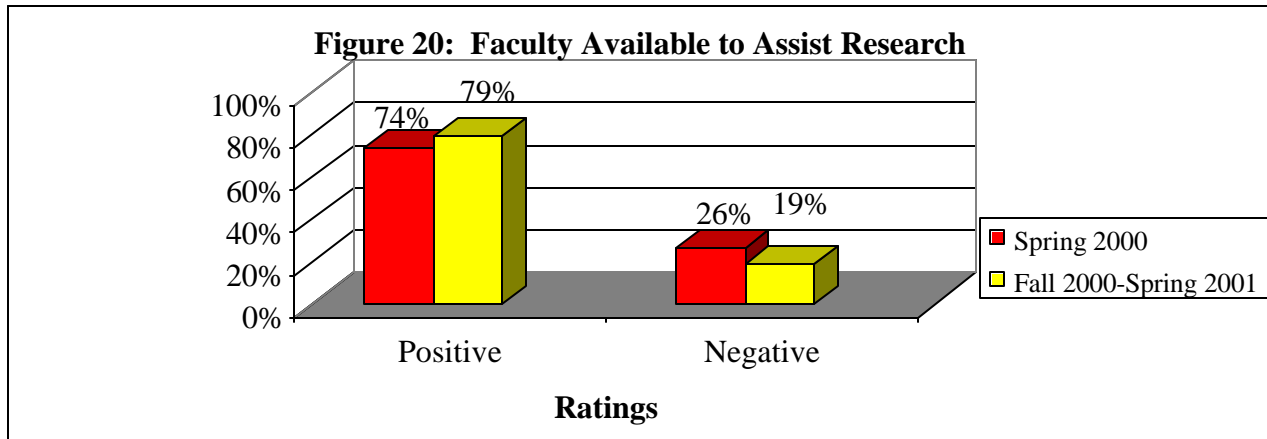
Please note that this question was added to the Graduating Masters and Doctoral Student Survey in 2000.



Graduating respondents at FIU reported steady levels of positive ratings toward the research quality in their graduate program. Respondents who reported ‘Excellent’ (25% and 24%, respectively) or ‘Good’ (45% and 47%, respectively) ratings increased slightly from 70-71% for the two-year period. Respondents who reported ‘Fair’ (23% and 20%, respectively) or ‘Poor’ (7% and 5%, respectively) ratings decreased from 30-25% for the two-year period.

Faculty Availability to Assist Graduate Student Research

Please note that this question was added to the Graduating Masters and Doctoral Student Survey in 2000.



Graduating respondents at FIU reported increasing levels of positive ratings toward the availability of faculty in their graduate program to collaborate on graduate student research. Respondents who reported 'Excellent' (34% and 38%, respectively) or 'Good' (40% and 41%, respectively) ratings increased from 74-79% for the two-year period. Respondents who reported 'Fair' (18% and 16%, respectively) or 'Poor' (8% and 3%, respectively) ratings decreased from 26-19% for the two-year period.

Conclusions

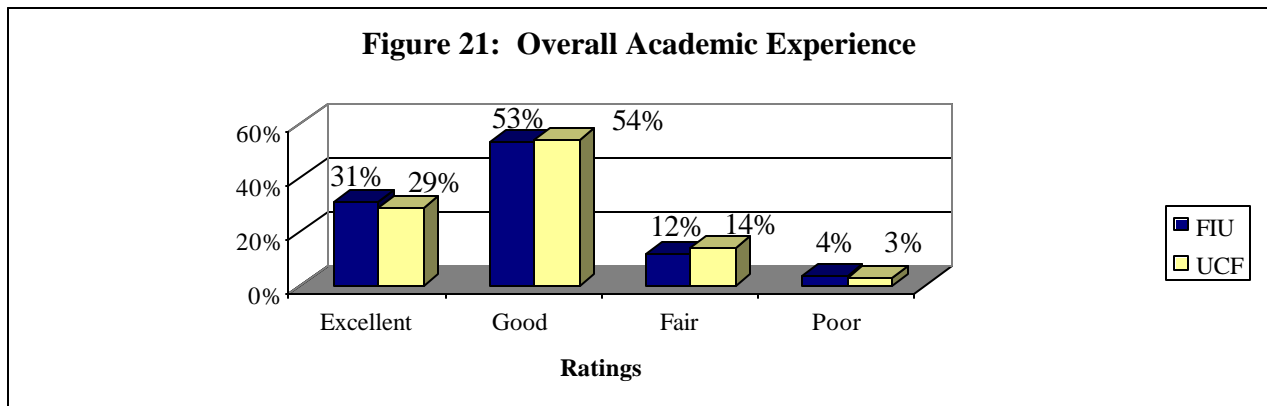
When looking at data over time, it is helpful to keep several issues in mind. When ratings are consistent over a time period, it is usually an indication that those ratings are a true measure of the item -- that is the measure is reliable. However, when ratings are not consistent over time it is possible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

Positive ratings increased over the three-year period for perceptions of overall satisfaction with their graduate program, whether the respondent would recommend FIU to a friend or relative considering their graduate program, ratings of the professors in their graduate program as good teachers, ratings of the faculty members' availability to assist with graduate student research, and the ratings of the research facilities available in their graduate program. Positive ratings decreased over the three-year period for whether the respondent felt challenged to do their best at FIU. Positive ratings were relatively consistent over the three-year period for perceptions of overall academic experience at FIU. Positive ratings fluctuated over the three-year period for the respondents' satisfaction with the department of their major.

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

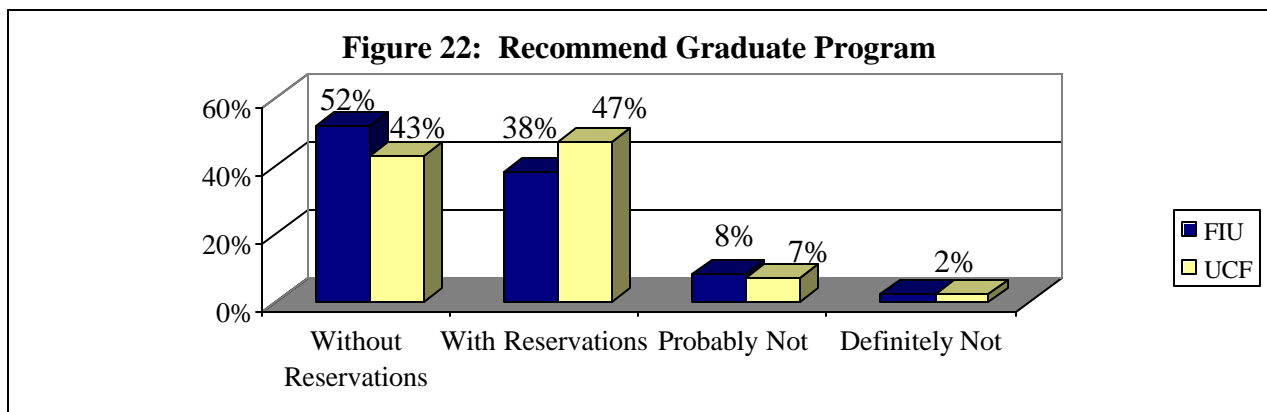
Comparative survey data has been obtained from the University of Central Florida for the graduating students from Spring 2000. Although the University of Central Florida has a very different student population in terms of race/ethnicity, it is useful to have data from virtually identical survey items to compare FIU's graduating student responses with those of a sister or peer institution. Not only are six of the principal indicators of satisfaction virtually identical items, UCF is similar in size to FIU (UCF has a smaller graduate student population) and draws many students from the South Florida area. The Spring 2000 data from the University of Central Florida is the most recent data available. The number of respondents to the UCF 2000 *Graduating Masters and Doctoral Student Survey* was 221.

Overall Academic Experience



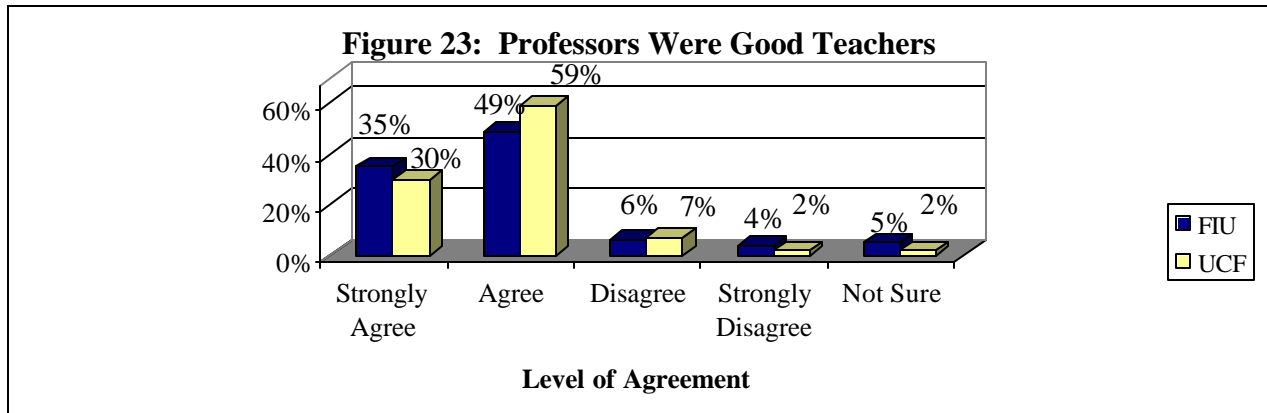
As a means of comparison, the respondents at the University of Central Florida (UCF) reported positive ratings of 83% and negative ratings of 17% for this identical item in the UCF 2000 *Graduating Masters and Doctoral Student Survey* compared to positive ratings at FIU of 84% and negative ratings of 16%. These differences were not statistically significant, $F(1, 368) = 1.54, p > .05$.

Recommend Institution to a Friend or Relative Considering Graduate Program



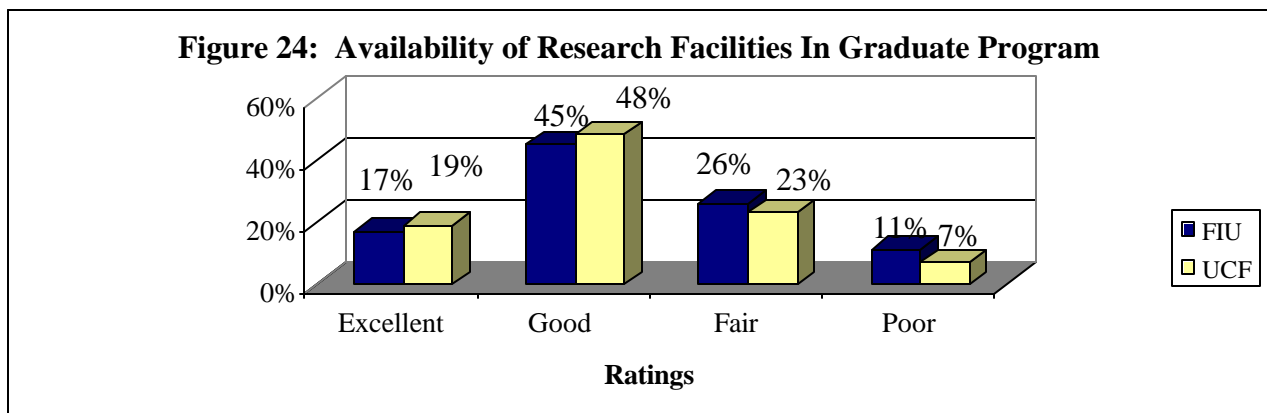
As a means of comparison, the respondents at the University of Central Florida (UCF) reported positive ratings of 90% and negative ratings of 9% for this identical item in the UCF 2000 *Graduating Master and Doctoral Student Survey*. FIU had three-year positive ratings of 90% and three-year negative ratings of 10%. Overall these differences were not statistically significant, $F(1, 366) = 2.24, p > .05$.

Professors Were Good Teachers



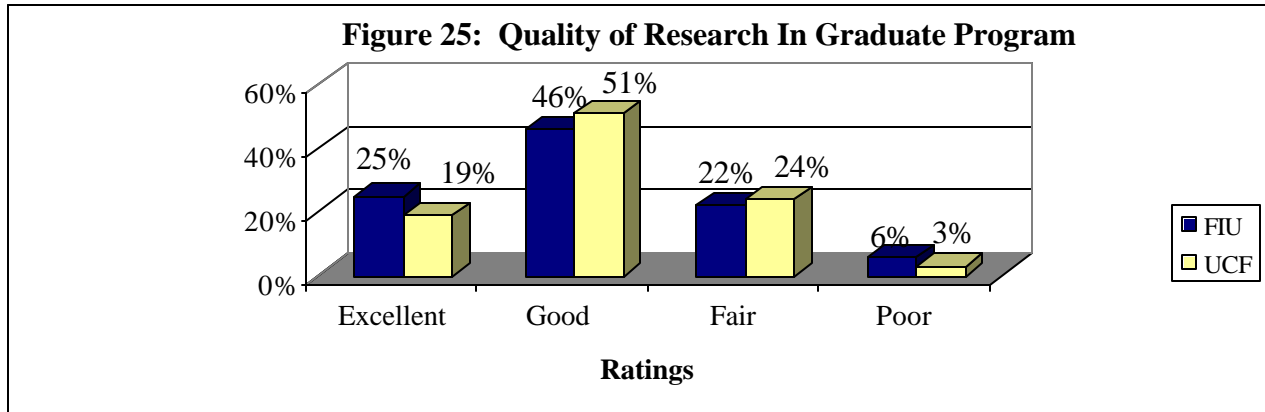
As a means of comparison, the respondents at the University of Central Florida (UCF) reported positive ratings of 89% and negative ratings of 9% for this identical item in the UCF 2000 *Graduating Masters and Doctoral Student Survey*. FIU respondents reported three-year positive ratings of 84% and three-year negative ratings of 10%. UCF respondents were significantly more likely than FIU respondents to agree that their professors were good teachers $F(1,371) = 4.07, p < .05$.

Availability of Research Facilities in Graduate Program



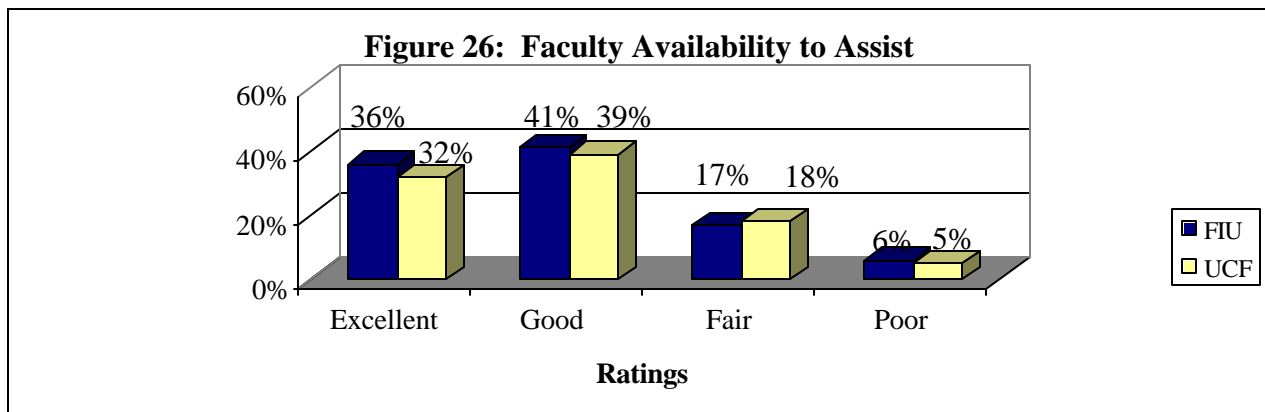
As a means of comparison, the respondents at the University of Central Florida (UCF) reported positive ratings of 67% and negative ratings of 30% for this identical item in the UCF 2000 *Graduating Masters and Doctoral Student Survey*. FIU respondents reported three-year positive ratings of 62% and three-year negative ratings of 37%. The graduating respondents at UCF reported significantly more positive attitudes toward this item than did FIU graduating respondents $F(1, 359) = 5.59, p < .05$.

Quality of Research in Graduate Program



As a means of comparison, the respondents at the University of Central Florida (UCF) reported positive ratings of 70% and negative ratings of 27% for this identical item in the UCF 2000 *Graduating Masters and Doctoral Student Survey*. FIU respondents reported two-year positive ratings of 71% and two-year negative ratings of 28%. Overall these differences were not statistically significant, $F(1, 356) = 0.63, p > .05$.

Faculty Availability to Assist With Graduate Student Research



As a means of comparison, the respondents at the University of Central Florida (UCF) reported positive ratings of 71% and negative ratings of 23% for this identical item in the UCF 2000 *Graduating Masters and Doctoral Student Survey*. FIU respondents reported two-year positive ratings of 77% and two-year negative ratings of 23%. Overall these differences were not statistically significant, $F(1, 356) = 1.45, p > .05$.

Conclusions

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

In general, the positive responses to these identical survey items are very similar for UCF and FIU graduating masters and doctoral students. The only exceptions would appear to be the ratings of professors as good teachers and the availability of research facilities in the graduate program, UCF respondents responded more positively to both of these items. It should be noted that UCF is classified as a Doctoral/Research University - Intensive institution that awards fewer doctoral degrees and places slightly more of an emphasis on undergraduate education. FIU is classified as a Doctoral/Research University – Extensive institution and places slightly more emphasis, than UCF, on graduate education.

In general, FIU respondents appeared to be more likely to report the highest rating for the survey items ('Excellent,' 'Strongly Agree,' 'Recommend, without reservations') and the lowest rating ('Poor,' 'Strongly Disagree') than the UCF respondents. However, these differences were not statistically significant.

VI. GROUP DIFFERENCES

Please note that some respondents did not answer every demographic item

A. DIFFERENCES BETWEEN GENDER GROUPS

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

Table 3
Demographic Information by Gender

	<u>Female</u>	<u>Male</u>	<u>Total</u>
1. Degree Level			
M.A.	38	20	58
M.S.	27	20	47
Doctorate (Ph.D., Ed. D., etc.)	6	8	14
Other	<u>14</u>	<u>15</u>	<u>29</u>
Total	85	63	148
2. Enrollment			
Full-Time	49	51	100
Part-Time	<u>33</u>	<u>12</u>	<u>45</u>
Total	82	63	145
3. Overall Graduate GPA			
3.0-3.2	4	7	11
3.3-3.4	7	14	21
3.5-3.6	14	14	28
Above 3.6	<u>62</u>	<u>28</u>	<u>90</u>
Total	87	63	150
4. Age			
Less than 24	6	1	7
24-29	40	28	68
30-39	26	20	46
40-49	8	6	14
50 or older	<u>7</u>	<u>7</u>	<u>14</u>
Total	87	62	149

Table 3 continued	Female	Male	Total
5. College/School			
Architecture	0	1	1
Arts & Sciences	14	21	35
Business	27	28	55
Education	25	5	30
Engineering	2	2	4
Health & Urban Affairs	9	5	14
Hospitality Management	8	1	9
Journalism & Mass Communication	<u>2</u>	<u>0</u>	<u>2</u>
Total	87	63	150
6. Race			
Asian	4	3	7
Black/African-American	24	17	41
Hispanic	5	2	7
International Student/Non-Resident Alien	15	6	21
Other	5	11	16
White	31	23	54
Biracial	<u>2</u>	<u>0</u>	<u>2</u>
Total	86	62	148
7. Campus			
Biscayne Bay	19	12	31
Broward	8	7	15
University Park	<u>59</u>	<u>44</u>	<u>103</u>
Total	86	63	149

Gender Demographics

- Male respondents were significantly more likely to report that they were enrolled full-time at FIU than female respondents (81% versus 60%)
- Female respondents were significantly more likely to report a graduate Grade Point Average (GPA) of over 3.6 (71% versus 44%)
- Female respondents were significantly more likely to report that they were enrolled in a program in the College of Education (29% versus 8%) and the School of Hospitality Management (9% versus 2%) than male respondents

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

- Female respondents were more likely than male respondents to report that they were challenged to do their best at FIU, $F(1, 148) = 7.67, p < .01$.
- Female respondents were more likely than male respondents to report that they used Health Services at FIU, $F(1, 144) = 10.33, p < .01$.
- Female respondents were more likely than male respondents to report that their graduate education at FIU contributed to leading a productive, satisfying life, $F(1, 145) = 6.29, p < .01$.

B. DIFFERENCES AMONG RACIAL/ETHNIC GROUPS

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

Table 4
Demographic Items by Racial/Ethnic Group

	<u>Asian</u>	<u>Black/ A.A.*</u>	<u>Hispanic</u>	<u>White</u>	<u>International</u>	<u>Other**</u>	<u>Totals</u>
1. Degree Level							
M.A.	1	20	1	22	7	5	56
M.S.	1	11	3	16	10	6	47
Doctorate (Ph.D., Ed. D.,	2	2	0	6	1	4	15
Other	<u>3</u>	<u>7</u>	<u>2</u>	<u>11</u>	<u>3</u>	<u>3</u>	<u>29</u>
Total	7	40	6	55	21	18	147
2. Enrollment							
Full-Time	4	26	4	34	15	15	98
Part-Time	<u>3</u>	<u>14</u>	<u>3</u>	<u>17</u>	<u>6</u>	<u>3</u>	<u>46</u>
Total	7	40	7	51	21	18	144
3. Overall Graduate GPA							
3.0-3.2	1	2	1	3	1	3	11
3.3-3.4	1	7	1	7	0	4	20
3.5-3.6	3	8	1	10	3	3	28
Above 3.6	<u>2</u>	<u>24</u>	<u>4</u>	<u>35</u>	<u>17</u>	<u>8</u>	<u>90</u>
Total	7	41	7	55	21	18	149
4. Age							
Less than 24	2	4	0	0	0	1	7
24-29	2	18	4	19	13	11	67
30-39	2	11	3	18	8	4	46
40-49	1	6	0	6	0	1	14
50 or older	<u>0</u>	<u>2</u>	<u>0</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>14</u>
Total	7	41	7	55	21	17	148
5. College/School							
Architecture	0	0	0	0	0	1	1
Arts & Sciences	2	4	0	16	3	9	34
Business	3	17	4	18	11	2	55
Education	1	13	1	14	0	1	30
Engineering	0	2	0	0	0	2	4
Health & Urban Affairs	1	5	1	5	2	0	14
Hospitality Management	0	0	1	0	5	3	9
Journalism & Mass	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	7	41	7	55	21	18	149
6. Gender							
Female	4	24	5	31	15	7	86
Male	<u>3</u>	<u>17</u>	<u>2</u>	<u>23</u>	<u>6</u>	<u>11</u>	<u>62</u>
Total	7	41	7	54	21	18	148
7. Campus							
Biscayne Bay	3	3	4	10	6	5	31
Broward	0	2	3	8	2	0	15
University Park	<u>4</u>	<u>36</u>	<u>0</u>	<u>36</u>	<u>13</u>	<u>13</u>	<u>102</u>
Total	7	41	7	54	21	18	148

* African American

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

Racial/Ethnic Demographics

- Respondents were 5% Asian, 27% Black/African American, 5% Hispanic, 36% White, 14% International Students/Non-Resident Aliens, and 12% “Other”
- White respondents were more likely than “Other” respondents to report that they were over the age of 50 (22% versus 0%)
- Hispanic respondents were less likely than Black/African American and White respondents to report that they attended the University Park campus (0% versus 88% and 67%, respectively)

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

- “Other” respondents were more likely than White respondents to report that the reputation of the graduate program was important in selecting FIU ($M = 2.81$ versus 2.28, respectively)
- “Other” respondents were more likely than Black/African American respondents to agree that their faculty advisor was helpful ($M = 4.75$ versus 3.91, respectively)
- “Other” respondents were more likely than Black/African American respondents to agree that the advice they received from their faculty advisor was useful for their career goals ($M = 4.50$ versus 3.50, respectively)
- “Other” respondents were more likely than International Student/Non-Resident Alien respondents to report that they used the Graduate Studies office ($M = 2.60$ versus 1.38, respectively)
- “Other” respondents were more likely than Hispanic respondents to report that they used Recreational Services ($M = 2.56$ versus 1.14, respectively)
- “Other” respondents were more likely than Black/African American and White respondents to report that their graduate education at FIU contributed to their personal growth in working independently ($M = 2.87$ versus $M = 2.32$ and 2.30, respectively)
- “Other” respondents were more likely than White respondents to report that their graduate education at FIU contributed to their computational skills ($M = 2.69$ versus 2.02, respectively)
- Hispanic respondents were less likely than International Students/Non-Resident Aliens, “Other” and White respondents to report that their graduate education at FIU contributed to their learning another language ($M = 1.0$ versus $M = 1.76$, 2.06 and 1.41, respectively)

C. DIFFERENCES AMONG COLLEGE/SCHOOL GROUPS

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

Table 5
Demographic Information By College/School

	<u>Arch</u>	<u>A & S</u>	<u>Business</u>	<u>Educ</u>	<u>Eng</u>	<u>H&UA</u>	<u>HM</u>	<u>Jour</u>	<u>Totals</u>
I. Degree Level									
M.A.	0	11	14	25	0	4	4	0	58
M.S.	0	14	15	3	4	5	5	2	48
Doctorate (Ph.D., Ed. D., etc.)	0	10	0	3	0	2	0	0	15
Other	<u>1</u>	<u>0</u>	<u>25</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>29</u>
Total	1	35	54	31	4	14	9	2	150

Table 5 continued	Arch	A & S	Business	Educ	Eng	H&UA	HM	Jour	Totals
2. Enrollment									
Full-Time	1	28	43	13	4	5	7	0	101
Part-Time	<u>0</u>	<u>6</u>	<u>10</u>	<u>17</u>	<u>0</u>	<u>9</u>	<u>2</u>	<u>2</u>	<u>46</u>
Total	1	34	53	30	4	14	9	2	147
3. Overall Graduate GPA									
3.0-3.2	0	2	5	2	1	0	1	0	11
3.3-3.4	0	6	10	2	1	1	1	0	21
3.5-3.6	1	5	12	3	0	6	1	0	28
Above 3.6	<u>0</u>	<u>22</u>	<u>28</u>	<u>24</u>	<u>2</u>	<u>7</u>	<u>6</u>	<u>2</u>	<u>91</u>
Total	1	35	55	31	4	14	9	2	151
4. Age									
Less than 24	0	2	2	1	1	1	0	0	7
24-29	1	18	22	10	3	6	8	0	68
30-39	0	11	23	7	0	2	1	2	46
40-49	0	0	6	5	0	3	0	0	14
50 or older	<u>0</u>	<u>3</u>	<u>2</u>	<u>8</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>15</u>
Total	1	34	55	31	4	14	9	2	150
5. Gender									
Female	0	14	27	25	2	9	8	2	87
Male	<u>1</u>	<u>21</u>	<u>28</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>63</u>
Total	1	35	55	30	4	14	9	2	150
6. Race									
Asian	0	2	3	1	0	1	0	0	7
Black/African-American	0	4	17	13	2	5	0	0	41
Hispanic	0	0	4	1	0	1	1	0	7
International Student/Non-Resident Alien	0	3	11	0	0	2	5	0	21
Other	1	8	1	1	2	0	3	0	16
White	0	16	18	14	0	5	0	2	55
Biracial	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	1	34	55	30	4	14	9	2	149
7. Campus									
Biscayne Bay	0	8	12	1	0	3	6	1	31
Broward	0	0	7	1	0	3	3	1	15
University Park	<u>1</u>	<u>27</u>	<u>36</u>	<u>28</u>	<u>4</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>104</u>
Total	1	35	55	30	4	14	9	2	150

College/School Demographics

Students from the School of Architecture, College of Engineering and School of Journalism and Mass Communication were not included in further analysis because of the small number of respondents.

- Respondents from the College of Arts and Sciences were significantly more likely to report that they were receiving a doctoral degree (29%) than respondents from the College of Education (10%)
- Respondents from the Colleges of Arts and Sciences (82%) and Business (81%) were significantly more likely to report that they were enrolled full-time at FIU than respondents from the College of Education (43%)
- Respondents from the Colleges of Business and Education reported that they were significantly older than respondents from the School of Hospitality Management (44% and 35% of respondents that were 29 and younger versus 89%, respectively)

- Respondents from the Colleges of Arts and Sciences (40%) and Business (49%) were significantly less likely to report that they were female than respondents from the College of Education (83%)

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

Students from the School of Architecture, College of Engineering and School of Journalism and Mass Communication were not included in further analysis because of the small number of respondents.

- Respondents from the School of Hospitality Management ($M = 3.0$) were more likely than respondents from the Colleges of Arts and Sciences ($M = 2.32$), Business ($M = 2.37$), Education ($M = 2.48$), and Health and Urban Affairs ($M = 2.21$) to report that the reputation of the program was very important in their selection of FIU
- Respondents from the School of Hospitality Management ($M = 2.78$) were more likely than respondents from the College of Arts and Sciences ($M = 2.06$) to report that the academic reputation of the program was important in their selection of FIU
- Respondents from the College of Arts and Sciences ($M = 2.41$) were more likely than respondents from the College of Business ($M = 1.48$) and the School of Hospitality Management ($M = 1.33$) to report that scholarship availability was important in their selection of FIU
- Respondents from the College of Arts and Sciences ($M = 2.62$) were more likely than respondents from the Colleges of Business ($M = 1.59$), Education ($M = 1.52$), Health and Urban Affairs ($M = 1.69$), and the School of Hospitality Management ($M = 1.44$) to report that assistantship availability was important in their selection of FIU
- Respondents from the College of Health and Urban Affairs ($M = 1.93$) were less likely than respondents from the Colleges of Arts and Sciences ($M = 2.86$), Business ($M = 3.11$), and Education ($M = 2.97$) to rate highly the research facilities available in their graduate program
- Respondents from the College of Arts and Sciences ($M = 3.46$) were more likely than respondents from the Colleges of Business ($M = 3.02$), Health and Urban Affairs ($M = 1.93$), and the School of Hospitality Management ($M = 2.44$) to rate highly the quality of research in their graduate program
- Respondents from the Colleges of Business ($M = 3.02$) and Education ($M = 2.97$) were more likely than respondents from the College of Health and Urban Affairs ($M = 1.93$) to rate highly the quality of research in their graduate program
- Respondents from the College of Arts and Sciences ($M = 3.06$) were more likely than respondents from the Colleges of Business ($M = 1.95$) and Education ($M = 2.28$) to rate highly their opportunities for Graduate Teaching Assistantships
- Respondents from the College of Arts and Sciences ($M = 2.88$) were more likely than respondents from the College of Business ($M = 1.95$) to rate highly their opportunities for Graduate Research Assistantships
- Respondents from the College of Arts and Sciences ($M = 4.37$) were more likely than respondents from the College of Business ($M = 3.73$) to agree that their professors were good researchers
- Respondents from the College of Education ($M = 1.87$) were more likely than respondents from the College of Business ($M = 1.52$) to report that their relationship(s) with (a) faculty member(s) was close enough that they could ask for advice about personal decisions

D. DIFFERENCES AMONG CAMPUS GROUPS

Table 6 shows demographic information for respondents by campus. This table is followed by a written analysis of selected demographic items.

Table 6
Demographic Information By Campus

	<u>Biscayne Bay</u>	<u>Broward</u>	<u>University Park</u>	<u>Totals</u>
1. Degree Level				
M.A.	8	3	46	57
M.S.	13	4	30	47
Doctorate (Ph.D., Ed. D., etc.)	3	1	11	15
Other	<u>6</u>	<u>7</u>	<u>16</u>	<u>29</u>
Total	30	15	103	148
2. Enrollment				
Full-Time	25	9	66	100
Part-Time	<u>5</u>	<u>5</u>	<u>35</u>	<u>45</u>
Total	30	14	101	145
3. Overall Graduate GPA				
3.0-3.2	2	2	7	11
3.3-3.4	4	1	16	21
3.5-3.6	6	2	20	28
Above 3.6	<u>19</u>	<u>10</u>	<u>61</u>	<u>90</u>
Total	31	15	104	150
4. Age				
Less than 24	0	0	7	7
24-29	16	5	46	67
30-39	11	5	30	46
40-49	2	2	10	14
50 or older	<u>2</u>	<u>3</u>	<u>10</u>	<u>15</u>
Total	31	15	103	149
5. College/School				
Architecture	0	0	1	1
Arts & Sciences	8	0	27	35
Business	12	7	36	55
Education	1	1	28	30
Engineering	0	0	4	4
Health & Urban Affairs	3	3	8	14
Hospitality Management	6	3	0	9
Journalism & Mass Communication	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
Total	31	15	104	150
6. Gender				
Female	19	8	59	86
Male	<u>12</u>	<u>7</u>	<u>44</u>	<u>63</u>
Total	31	15	103	149
7. Race				
Asian	3	0	4	7
Black/African-American	3	2	36	41
Hispanic	4	3	0	7
International Student/Non-Resident Alien	6	2	13	21
Other	3	0	13	16
White	10	8	36	54
Biracial	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	31	15	102	148

Campus Demographics

- Respondents who attended the University Park campus (11%) were more likely to report that they were receiving a doctoral degree than respondents from Broward (7%)
- Respondents from the Biscayne Bay campus (83%) were more likely than respondents from University Park (65%) to report that they were enrolled full-time
- Respondents from the Biscayne Bay and University Park were more likely than respondents that attended classes in Broward to report that they were under the age of 30 (52% and 51% versus 33%, respectively)
- Black/African American respondents were much more likely to attend the University Park campus than Biscayne Bay or Broward (35% of the UP respondents versus 10% and 13%, respectively)
- “Other” students were much more likely to attend the Biscayne Bay or University Park campus than Broward (10% and 13% of respondents versus 0%, respectively)

There were no major significant differences in responses to the survey items by campus

VII. CONCLUSIONS FROM THE 2000-2001 GRADUATING MASTERS AND DOCTORAL STUDENT SURVEY

Once again it is determined that the sample of graduating respondents is not representative of the graduating Masters and Doctoral student population. Response rates remain low, dropping to an overall response rate of fifteen percent for this time period (Fall 2000 – Spring 2001). This is the first data collection of this Continuous Quality Improvement Survey that was extended beyond students who graduated in the spring semester. It should be noted, however, that it is unclear whether all of the graduating Masters and Doctoral students from the Fall 2000 semester received the survey or whether all of the colleges/schools returned the surveys that they collected. The College of Arts and Sciences had the highest response rate of about 23%, followed by the School of Hospitality Management with 22%. The College of Engineering had the lowest response rate of 4%, followed by the College of Health and Urban Affairs with about 5%. The School of Architecture leads the colleges/school with a three-year response rate of about 55%, followed by the School of Hospitality Management (34%) and the College of Business (30%). The College of Arts and Sciences also had a three-year response rate above the average three-year response rate with 24%.

Positive responses to the ten principal indicators of student satisfaction increased, in general, compared to the responses from students who graduated in Spring 2000. Positive responses increased for ratings of overall satisfaction at FIU, ratings of overall academic experience, whether the respondents would recommend their graduate program to a friend or relative, agreement that their professors were good teachers, and the ratings of the availability of faculty members to assist with graduate student research. Positive responses decreased for satisfaction with department of major. Positive responses remained about the same for whether respondents were challenged to do their best at FIU, ratings of the availability of research facilities in the graduate program, agreement that their professors were good researchers, and ratings of the quality of research in their graduate program.

Positive responses to the ten principal indicators of student satisfaction generally remained stable or increased across the three-year period (1999 to 2001). Three-year positive responses increased for overall satisfaction with graduate program, whether the respondents would recommend their graduate program to a friend or relative, agreement that their professors were good teachers, ratings

of the availability of research facilities in the graduate program, and ratings of the availability of faculty to assist graduate student research in the graduate program. Three-year positive responses decreased for whether respondents were challenged to do their best at FIU. Three-year positive responses remained about the same for overall academic experience at FIU. Three-year positive responses fluctuated for satisfaction with department of major.

As expected, there were a number of differences between groups of students. Female respondents were more likely to report a graduate GPA of over 3.6 than male respondents and were less likely to report that they were enrolled full-time. College of Arts and Sciences respondents were more likely to report that they were receiving a doctoral degree than respondents from the College of Education. College of Education respondents were less likely than respondents from the Colleges of Arts and Sciences and Business to report that they were enrolled full-time. Respondents from the Biscayne Bay campus were more likely than respondents from University Park to report that they were enrolled full-time.

Although response rates to the survey continues to be low, it is important to note that the overall number of responses from students has increased from a total of 56 respondents in 1999 to the current total of 152. Currently, the survey administrator and the college/school deans are utilizing the FIU email address to notify the student that the survey is available. A greater effort needs to be made by the Administration, the Deans, and faculty members to get the students to activate and use the university email account (or at least forward mail in this account to another preferred account). Online surveys are very cost-effective and will continue to be utilized for the foreseeable future. A team effort by the Office of Planning and Institutional Effectiveness along with the Deans and Chairpersons will improve the response rates of the students. In addition, the establishment of the new Graduate School at Florida International University should allow for coordination between the Office of Planning and Institutional Effectiveness and the Graduate School in an effort to boost response rates.

**APPENDIX A: GRADUATING MASTERS AND DOCTORAL
STUDENT SURVEY**

APPENDIX A		B. What is the name of your program?	
Graduating Masters and Doctoral Student Survey		Physical Therapy	#
Fall 2000 – Summer 2001		Physics	1
		Psychology	3
		Public Administration	2
			2
A. Please indicate your graduate program		Public Relations	1
College or School	%	Reading	7
Architecture	.7	Science Education	2
Arts & Sciences	23.0	Social Studies Education	1
Business	38.2	Social Work	4
Education	20.4	Special Education	1
Engineering	2.6	TESOL	1
Health & Urban Affairs	7.9	Vocational Education	1
Hospitality Management	5.9	Not mentioned	<u>14</u>
Journalism & Mass Communication	1.3		152
		C. Please indicate your graduate degree	
B. What is the name of your program?	#	level	%
Accounting	2	M.A.	38.2
Adult Education	1	M.S.	31.6
Architecture	1	Doctorate (Ph. D., Ed. D., etc.)	9.9
Art Education	2	Other	19.1
Biology	6	IMBA	
Biomechanics	1	MBA	
Community Mental Health Counseling	2	M. Acc	
Comparative Sociology	2	M. Architecture	
Computer Engineering	1	M.H.S.A.	
Computer Science	8	M.P.A.	
Curriculum & Instruction	1		
		D. In general, how satisfied are you with your overall graduate experience at FIU?	%
Developmental Psychology	1	Very Satisfied	32.2
Earth Sciences	2	Satisfied	55.9
Educational Leadership	1	Dissatisfied	9.9
Executive MBA	13		
English	1		
		E. How did you rank your major program at the time you applied for graduate school admission at FIU?	%
English Education	1	Top or one of the top available programs	11.2
Evening MBA	1	An excellent program at FIU	43.4
Exceptional Student Education	2	A good overall program at FIU	27.6
Exercise	1	The FIU program appears to be fairly good	16.4
Exercise Physiology	1		
Finance	1		
Geology	1		
		F. How important was each reason below in selecting your graduate program at FIU?	%
Health Service Administration	2	<i>Size of school</i>	
Higher Education	1	Very Important	9.2
History	2	Somewhat Important	30.3
Home Education	1	Not important	55.9
Hospitality Management	5		
International MBA	17	<i>Cost of education</i>	
Industrial Engineering	1	Very Important	65.1
Integrated Communication	1	Somewhat Important	24.3
Legal Psychology	1	Not important	10.5
Linguistics	2		
MBA	11		
Mechanical Engineering	1		
Masters International Business (MIB)	4		
Management Information Systems	9		
Parks and Recreation	1		

<i>Type of Program Available</i>	<u>%</u>	Coursework availability for your graduate program	<u>%</u>
Very Important	80.3	Excellent	21.7
Somewhat Important	16.4	Good	48.0
Not important	1.3	Fair	20.4
<i>Reputation of the program</i>	<u>%</u>	Poor	9.2
Very Important	50.7	The opportunity to interact with faculty in your program	<u>%</u>
Somewhat Important	35.5	Excellent	42.1
Not important	11.8	Good	42.1
<i>Location of school</i>	<u>%</u>	Fair	12.5
Very Important	67.1	Poor	2.6
Somewhat Important	26.3	Faculty available to work with you on your research	<u>%</u>
Not important	6.6	Excellent	37.5
<i>High admission standards</i>	<u>%</u>	Good	40.8
Very Important	28.3	Fair	16.4
Somewhat Important	43.4	Poor	3.3
Not important	26.3	Opportunity for graduate teaching assistantships	<u>%</u>
<i>Academic reputation</i>	<u>%</u>	Excellent	12.5
Very Important	44.7	Good	30.3
Somewhat Important	40.1	Fair	19.1
Not important	13.2	Poor	20.4
<i>Scholarship availability</i>	<u>%</u>	Opportunity for graduate research assistantships	<u>%</u>
Very Important	27.0	Excellent	15.1
Somewhat Important	25.7	Good	21.1
Not important	44.7	Fair	25.0
<i>Assistantship availability</i>	<u>%</u>	Poor	21.1
Very Important	31.6		
Somewhat Important	19.1		
Not important	46.7		
G. Please rate each of the following factors related to your current graduate program.		Preparation given to graduate students for teaching	<u>%</u>
Research facilities available in your graduate program	<u>%</u>	Excellent	11.2
Excellent	24.3	Good	23.7
Good	42.8	Fair	26.3
Fair	21.1	Poor	25.7
Poor	9.2		
The quality of research now being done in your FIU program	<u>%</u>	H. When you reflect upon your time during your current graduate program, have you been challenged to do the best you could?	<u>%</u>
Excellent	24.3	Most of the time	61.2
Good	47.4	Sometimes	28.3
Fair	19.7	Seldom	9.9
Poor	5.3	Never	.7
The quality of instruction in your graduate program	<u>%</u>		
Excellent	35.5		
Good	44.7		
Fair	15.8		
Poor	2.6		

I. Would you recommend FIU to a friend or relative considering your graduate program?		<i>My classes were too large</i>	<u>%</u>
	<u>%</u>	Strongly Agree	5.3
Yes, without reservations	50.0	Agree	11.2
Yes, with reservations	43.4	Disagree	16.4
No, probably not	5.3	Strongly Disagree	38.8
No, under no circumstances	.7	Not Sure	27.6
J. How would you rate each of the following areas at FIU?		<i>The courses I needed were available</i>	<u>%</u>
<i>Your graduate academic experience</i>	<u>%</u>	Strongly Agree	24.3
Excellent	37.5	Agree	45.4
Good	50.0	Disagree	11.2
Fair	7.9	Strongly Disagree	11.8
Poor	4.6	Not Sure	6.6
<i>Your social experience at FIU</i>	<u>%</u>	<i>There was a good range of courses</i>	<u>%</u>
Excellent	21.1	Strongly Agree	15.1
Good	46.1	Agree	48.0
Fair	19.1	Disagree	12.5
Poor	11.2	Strongly Disagree	15.8
<i>Safety measures on FIU's campus</i>	<u>%</u>	Not Sure	8.6
Excellent	29.6	<i>I was provided opportunities to develop appropriate computer skills</i>	<u>%</u>
Good	50.7	Strongly Agree	23.0
Fair	14.5	Agree	42.1
Poor	3.3	Disagree	16.4
<i>Responsiveness of FIU's administration to graduate student academic problems</i>	<u>%</u>	Strongly Disagree	11.8
Excellent	22.4	Not Sure	6.6
Good	41.4	<i>The quality of courses I took prepared me for employment</i>	<u>%</u>
Fair	21.7	Strongly Agree	24.3
Poor	11.8	Agree	45.4
<i>Responsiveness of FIU's support services to graduate student needs</i>	<u>%</u>	Disagree	13.2
Excellent	20.4	Strongly Disagree	9.9
Good	42.1	Not Sure	5.9
Fair	23.7	<i>I was satisfied with the fairness of grading in my courses</i>	<u>%</u>
Poor	8.6	Strongly Agree	30.9
K. Please indicate your overall rating for each area in your graduate program		Agree	50.7
<i>My professors were good teachers</i>	<u>%</u>	Disagree	9.9
Strongly Agree	48.0	Strongly Disagree	5.3
Agree	40.8	Not Sure	1.3
Disagree	5.9	<i>My computer training prepared me for today's technology</i>	<u>%</u>
Strongly Disagree	3.9	Strongly Agree	21.7
Not Sure	1.3	Agree	37.5
<i>My professors were good researchers</i>	<u>%</u>	Disagree	21.1
Strongly Agree	28.9	Strongly Disagree	12.5
Agree	46.1	Not Sure	5.9
Disagree	16.4		
Strongly Disagree	7.2		
Not Sure	1.3		

<i>I am satisfied with how well my major department has met its goals and objectives</i>		N. Please provide the name of the institution from which you received your most recent degree	
	<u>%</u>		<u>N</u>
Strongly Agree	22.4	AISSMS College of Engineering	1
Agree	46.1	Bangalore University	1
Disagree	15.8	Barry University	1
Strongly Disagree	10.5	Bigin Univ of Aero and Astro	1
Not Sure	3.9	Bowling Green State University	2
		Cameron University	1
		Charter Oak State College	2
		Chongqing Jianzhu University (China)	1
	<u>%</u>	Dominican University	1
<i>Courses in other departments, but required by my academic program, were available to me</i>		Embry Riddle Aeronautical University	2
Strongly Agree	15.1	Florida Atlantic University	3
Agree	41.4	Florida Institute of Technology	1
Disagree	22.4	Florida International University	52
Strongly Disagree	9.9	Florida State University	4
Not Sure	4.6	M.A.C.E. Kerala, India	1
		Northeast Louisiana University	2
		Nova Southeastern University	2
	<u>%</u>	New York University	2
L. If you intend to engage in further formal study, what is the highest degree you eventually expect to earn?		Open Universiteit, Netherlands	1
No further study is intended	40.1	Peiking University of Aero. & Astro.	2
Other	56.6	Pontifical Javeriana University	1
Second M.A.		Prince of Songkla University	1
Doctoral degree/Ph. D.		Regent University	1
Doctorate in Economics or finance		Rochester Institute of Technology	1
Ed. D.		Russian People's Friendship University	1
Educational Specialist		Rutgers University	1
MBA		Skidmore College	1
MBA & teaching certificate		St. Thomas	2
MS Construction Management		Terna Engineering College (India)	1
MS Computer Science			
Ph. D. in Management & Organizational Behavior		University of Florida	3
Ph. D. in Refuge Management		University of EAFIT (Columbia)	2
Ph. D. in Computer Science		University of California, San Diego	2
Ph. D. in History		University of Colorado at Boulder	2
Law degree		University of Cincinnati	2
		University of Incarnate Word	1
		Universidad Catolica (Venezuela)	3
		Universidad de los Andes	1
		Universidad del Rosario	1
	<u>%</u>	Universidad del Zulia	2
M. Please indicate how many hours you were typically employed while attending graduate school		Universidad Iberoamericana (Mexico)	1
On-campus		Universidad Nacional Abieita	2
1 – 10 hours	13.8	University of Arizona	2
11 – 20 hours	19.7	University of Buenos Aires	2
21 – 34 hours	7.2	University of Hartford	1
35 or more	5.3	University of Idaho	1
Not applicable	21.1	University of Maryland	1
	<u>%</u>	University of Massachusetts	1
Off campus		University of Miami	2
1 – 10 hours	7.9	University of New Hampshire	1
11 – 20 hours	8.6	University of New Orleans	1
21 – 34 hours	3.3	University of New Orleans	1
35 or more	35.5	University of Oriente (Cuba)	1
Not applicable	25.7	University of Science and Technology of China	1
		University of Southampton	1

Institutions continued	N	<i>The advice I received was useful for my educational goals</i>	%
University of the West Indies	1	Strongly Agree	29.6
VES Institute (India)	1	Agree	37.5
		Disagree	7.9
		Strongly Disagree	5.9
		Not Sure	3.3
O. Did you develop professional relationships with faculty that are close enough that you could ask for each type of assistance listed below?		<i>The advice I received was useful for my research goals</i>	%
<i>A letter of recommendation</i>	%	Strongly Agree	24.3
Yes	86.8	Agree	28.9
No	10.5	Disagree	16.4
		Strongly Disagree	6.6
<i>Advice about personal decisions</i>	%	Not Sure	5.3
Yes	65.8		
No	30.9		
		Q. What is your overall graduate grade point average?	%
<i>Advice about professional decisions</i>	%	3.0 – 3.2	7.2
Yes	87.5	3.3 – 3.4	13.8
No	11.2	3.5 – 3.6	18.4
		Above 3.6	59.9
		R. Please circle your age category	%
P. If you received academic program advice from university or departmental faculty, please answer the following questions.		Less than 24	4.6
<i>In general my advisor was helpful</i>	%	24 – 29	44.7
Strongly Agree	40.1	30 – 39	30.3
Agree	26.3	40 - 49	9.2
Disagree	7.9	50 or older	9.9
Strongly Disagree	7.2		
Not Sure	3.3		
		S. About how far do you live from FIU?	%
<i>My advisor was available when needed</i>	%	I live on campus	2.6
Strongly Agree	30.9	I live near the campus (within 1 mile)	7.2
Agree	34.2	I live 1 to 10 miles from the campus	38.2
Disagree	7.2	I live 11 to 25 miles from the campus	34.2
Strongly Disagree	8.6	I live more than 25 miles from the campus	13.2
Not Sure	3.3		
		T. Please indicate your gender	%
<i>Sufficient time was available during advising sessions</i>	%	Male	41.4
Strongly Agree	28.9	Female	57.2
Agree	33.6		
Disagree	7.9	U. Please indicate your racial/ethnic group	%
Strongly Disagree	8.6	Asian	4.6
Not Sure	2.0	Black/African American	27.0
		Hispanic	4.6
<i>The advice I received was useful for my career goals</i>	%	Other	10.6
Strongly Agree	28.9	White	36.2
Agree	28.3	International Student/Non-Resident Alien	13.8
Disagree	11.2	Biracial	1.4
Strongly Disagree	11.2		
Not Sure	3.3	V. Please indicate the campus at which you took most of your graduate coursework	%
		Biscayne Bay	20.4
		Broward	9.9
		University Park	68.4

W. Please indicate how often you used each of the following and indicate the quality of the service you received			
<u>USED</u>			
<i>FIU Library at University Park</i>		<u>%</u>	<i>Student Records Services</i>
Frequently	50.0		Frequently
Occasionally	28.3		Occasionally
Seldom	7.9		Seldom
Never	11.8		Never
<i>FIU Library at Biscayne Bay</i>		<u>%</u>	<i>Graduate Studies Office</i>
Frequently	9.2		Frequently
Occasionally	9.9		Occasionally
Seldom	16.4		Seldom
Never	59.2		Never
<i>Health Services</i>		<u>%</u>	<i>World Wide Web Services</i>
Frequently	5.3		Frequently
Occasionally	11.2		Occasionally
Seldom	28.3		Seldom
Never	52.0		Never
<i>Computer Laboratories Services</i>		<u>%</u>	<i>Kiosk Services</i>
Frequently	31.6		Frequently
Occasionally	15.8		Occasionally
Seldom	23.0		Seldom
Never	25.7		Never
<i>Cultural Activities: speakers, concerts, etc.</i>		<u>%</u>	<i>Recreational Services</i>
Frequently	5.3		Frequently
Occasionally	19.1		Occasionally
Seldom	26.3		Seldom
Never	46.1		Never
<i>SASS services (Student Academic Support System)</i>		<u>%</u>	<i>On Campus Student Employment</i>
Frequently	6.6		Frequently
Occasionally	18.4		Occasionally
Seldom	17.8		Seldom
Never	54.6		Never
<i>Registration</i>		<u>%</u>	<i>Academic Advising in my major</i>
Frequently	32.2		Frequently
Occasionally	32.2		Occasionally
Seldom	17.1		Seldom
Never	16.4		Never
<i>Drop and Add Procedures</i>		<u>%</u>	<i>Intramural Activities</i>
Frequently	15.8		Frequently
Occasionally	22.4		Occasionally
Seldom	20.4		Seldom
Never	38.8		Never
<i>Financial Aid Services</i>		<u>%</u>	<u>QUALITY</u>
Frequently	17.1		<i>FIU Library at University Park</i>
Occasionally	14.5		Excellent
Seldom	14.5		Good
Never	52.0		Fair
			Poor
			Don't Know

<i>FIU Library at Biscayne Bay</i>	<u>%</u>	<i>Student Records Services</i>	<u>%</u>
Excellent	3.9	Excellent	8.6
Good	15.8	Good	35.5
Fair	9.9	Fair	11.8
Poor	4.6	Poor	5.9
Don't Know	44.7	Don't Know	20.4
<i>Health Services</i>	<u>%</u>	<i>Graduate Studies Office</i>	<u>%</u>
Excellent	7.9	Excellent	9.2
Good	19.1	Good	27.0
Fair	11.2	Fair	8.6
Poor	4.6	Poor	2.6
Don't Know	35.5	Don't Know	32.9
<i>Computer Laboratories Services</i>	<u>%</u>	<i>World Wide Web Services</i>	<u>%</u>
Excellent	18.4	Excellent	23.0
Good	27.6	Good	44.1
Fair	19.7	Fair	13.2
Poor	2.6	Poor	1.3
Don't Know	21.1	Don't Know	7.9
<i>Cultural Activities: speakers, concerts, etc.</i>	<u>%</u>	<i>Kiosk Services</i>	<u>%</u>
Excellent	11.2	Excellent	18.4
Good	17.1	Good	29.6
Fair	11.2	Fair	10.5
Poor	5.9	Poor	4.6
Don't Know	37.5	Don't Know	21.1
<i>SASS services (Student Academic Support System)</i>	<u>%</u>	<i>Recreational Services</i>	<u>%</u>
Excellent	4.6	Excellent	7.2
Good	21.1	Good	19.7
Fair	9.9	Fair	7.9
Poor	2.0	Poor	4.6
Don't Know	43.4	Don't Know	37.5
<i>Registration</i>	<u>%</u>	<i>On Campus Student Employment</i>	<u>%</u>
Excellent	14.5	Excellent	7.2
Good	38.8	Good	6.6
Fair	15.1	Fair	2.0
Poor	7.2	Poor	3.3
Don't Know	12.5	Don't Know	55.9
<i>Drop and Add Procedures</i>	<u>%</u>	<i>Academic Advising in my major</i>	<u>%</u>
Excellent	14.5	Excellent	17.1
Good	33.6	Good	25.0
Fair	7.9	Fair	15.8
Poor	5.3	Poor	10.5
Don't Know	24.3	Don't Know	17.1
<i>Financial Aid Services</i>	<u>%</u>	<i>Intramural Activities</i>	<u>%</u>
Excellent	9.2	Excellent	.7
Good	19.7	Good	2.0
Fair	3.3	Fair	2.6
Poor	10.5	Poor	.7
Don't Know	38.2	Don't Know	67.8

X. How much did your graduate education at FIU contribute to your personal growth in each area below?			
		<i>Ability to develop the skills necessary to give effective professional presentations</i>	<u>%</u>
		Very much	57.2
		Somewhat	27.0
		Very Little	13.8
		<i>Ability to express your thoughts</i>	<u>%</u>
		Very much	48.0
		Somewhat	39.5
		Very Little	10.5
		<i>Critical thinking</i>	<u>%</u>
		Very much	50.7
		Somewhat	32.2
		Very Little	14.5
		<i>Thinking logically</i>	<u>%</u>
		Very much	49.3
		Somewhat	35.5
		Very Little	13.2
		<i>Ability to solve analytical problems</i>	<u>%</u>
		Very much	45.4
		Somewhat	31.6
		Very Little	19.1
		<i>Learning another language</i>	<u>%</u>
		Very much	16.4
		Somewhat	15.8
		Very Little	63.2
		<i>Learning to listen more closely to others</i>	<u>%</u>
		Very much	38.8
		Somewhat	34.2
		Very Little	23.0
		<i>Desiring intellectual challenges</i>	<u>%</u>
		Very much	49.3
		Somewhat	33.6
		Very Little	13.8
		<i>Prepared me to pursue life-long learning</i>	<u>%</u>
		Very much	36.2
		Somewhat	38.8
		Very Little	21.7
		<i>Understanding different philosophies and cultures</i>	<u>%</u>
		Very much	43.4
		Somewhat	34.2
		Very Little	19.7
		<i>Ability to conceptualize and solve problems</i>	<u>%</u>
		Very much	45.4
		Somewhat	40.1
		Very Little	11.8

<i>Understanding and applying scientific principles and methods</i>	<u>%</u>	Z2. Which sources were most useful to you in learning about FIU? (check up to three)	<u>%</u>
Very much	42.8	Advertisements	9.2
Somewhat	30.9	Website	42.8
Very Little	23.0	Friend, colleague or family member	49.3
<i>Gaining more respect for the principles of moral living</i>	<u>%</u>	Campus recruitment fair	2.0
Very much	24.3	I am a graduate of FIU	28.9
Somewhat	38.2	Other	9.2
Very Little	34.2	Catalog	
Y. Which option listed below best describes your enrollment status while you were enrolled at FIU?	<u>%</u>	DCPS	
Full-Time	66.4	Information sessions	
Part-time	30.3	Journals	
Z. Which option listed below best describes where you lived while you were enrolled at FIU?	<u>%</u>	Location close to work	
With parents or relatives	20.4	Major professor	
Other private dwelling	11.8	Open house cocktail hour	
On campus housing	62.5	Program Director at FIU	
Z1. Which sources did you receive beneficial advising from? (check up to three sources)	<u>%</u>	Visit	
SASS advising reports	9.9		
Central advisors in my college	48.7		
Advisors in my major	46.0		
Professors not assigned as advisors	14.5		
Student advisors	36.2		
Friends	30.3		
Printed material including the catalog	15.1		
I did not seek help from advisors	11.8		
Other	6.6		
ISSS			
Michele			
Networking with other college professors			
Off campus advisors			
Program director			
Self research			
Web			

What other universities did you apply to when you were considering FIU?	<u>N</u>
All Florida schools	1
Arizona State University	1
Aruba Hotel School	1
Barry University	5
Bowling Green State University	2
Chicago Business School, London School of Economics	1
City University of New York	1
Clemson	1
Colorado State University	1
Columbia University	1
Cornell	1
Duke University	1
Emory	1
Florida Atlantic University	6
Florida Gulf Coast University	1
Florida State University	1
Georgia Tech	1
Iowa State University	1
Louisiana State University	2
Loyola University	1
Miami University at Oxford	1
Michigan State University	1
New Jersey Institute of Technology	1
New York University	1
Northeastern University	1
Ohio State University	2
Nova Southeastern University	3
Rochester Institute of Technology	1
San Diego State University	1
St. Benedicts College	1
SUNY Binghamton	1
Texas A & M University	2
University of Arizona	1
University of Central Florida	1
University of Florida	5
University of Georgia	1
University of Hawaii	1
University of Iowa	1
University of Kansas	1
University of Miami	9
University of Michigan	1
University of Nebraska - Lincoln	1
University of Nevada, Las Vegas	1
University of New York	1
University of Oklahoma	1
University of South Florida	2
University of Texas	3
University of Texas at Austin	1
University of Washington	2
University of Wisconsin	1
Washington University	2

APPENDIX B: ANSWERS TO OPEN-ENDED QUESTIONS

IN WHAT SINGLE WAY DID FIU BEST MEET YOUR EXPECTATIONS?

Academics:

- By providing a challenging program.
- Challenging curriculum
- Critical thinking skills.
- Exec MBA program was full service
- Excellent TESOL program because of (Name) and (Name)
- Excellent University, Small classes, and a wide selection of courses (although not necessarily courses in my specialty
- Good program
- Great education
- I got my master in very good University, also classes were very productive
- I graduated from an accredited program.
- Increased basic knowledge of Business concepts & Principles that I may be able to apply in daily work and future career goals.
- Integrating international factors into course content.
- It gave the skills to become a very successful person in whatever field I decide to work in
- It helped me get focused by teaching me time management as well as interesting subjects
- I was able to get certified in educational leadership.
- Offer some excellent classes in the history department.
- Only park and rec program (master) in South Florida
- Provided well rounded education
- Teaching me strategies to use while teaching
- The biology program is top notch. it has the money, supplies, and faculty to make it a leading research university in my opinion it buoys this campus up and was a major factor in leading to the research 1 standing
- The program and the classes are very good
- The program course load was manageable
- The program is accredited
- Through business cases analysis the program provided me with the opportunity to develop critical thinking and writing skills

Cost/Financial:

- Affordable education
- Cost and convenience
- Cost of education
- Financial Assistance
- Financial
- Getting a graduate education at FIU was as a great value
- Offering me a special program in conjunction with MDCPS so that I could earn my master for a minimum cost
- Reasonable school fees
- Scholarship

Convenience:

- Allowing me to complete the program in less than 2 years.

- Distance from home, course schedule
- Executive, weekend classes format
- Got a degree quickly
- Had a full time MBA program
- Length of program able to finish in two and half years going part time for super low tuition
- One year MBA program
- Program was done in 1 year and I obtained the degree.
- Saturday schedule
- The ability to get my MBA on Saturdays
- The recreation department was convenient.

Diversity:

- In terms of the diverse student community with its multicultural and ethnic composition and the duration of the program
- International Program/international experience
- Openness
- The cultural experience

Faculty:

- By receiving excellent academic advice from my major professors concerning my various options in my degree program
- Closeness to my professors and the camaraderie between the students in my program
- Experience of professors
- Good advisors
- Good professors
- Regular professors were excellent.
- Reputation of advisor/ major professor
- The professors in Earth Science are outstanding in all respects
- In the quality of professors and staff.
- The topic of my thesis was very challenging and with my advisor help I was able to develop a set of skills that allowed me to finish the thesis and present it successfully in front of my 4 committee members and fellow students from my research lab

Location:

- Location
- The school was here and happened to offer one of the best programs.

Miscellaneous:

- Brought to my attention once again that I want to pursue doctoral degree studies
- giving me my degree
- I got a good practicum placement.
- I liked the program and the attention I was given when I requested information.
- IN research center and locator.
- Internship experience
- It provided me with the opportunity and funding to pursue research and further my education
- I was able to complete my internship and obtain the skills I need to be a dietitian

- Learning how to conduct myself in an interview and speak in an interview helped me meet my expectations by getting a job with a \$90 billion/year revenue multinational fiscal leader company
- Make new friends
- Opened my eyes to new technology
- Program available and opportunity for doing internship
- Thinking through problem and giving meaningful and constructive criticism

Negative:

- None. I feel quite bitter when I think back about the years I spent at FIU.

Research:

- Excellent research program in Physics.
- Research equipment
- Research
- I had research assistantship and this helped me grow technically.
- It provided a huge sample of research participants for my dissertation.

WHAT ONE CHANGE WOULD YOU SUGGEST TO IMPROVE THE GRADUATE EXPERIENCE AT FIU FOR OTHERS?

Academics/Quality:

- Control cheating in exams. Put more emphasis in teaching critical thinking.
- Have more practical courses.
- Increase the practical exposure of students with labs.
- Increase academic standards
- Increase admission standards for undergraduate, being a teaching assistant was difficult because the writing skills of the undergraduate was so poor. Many seem to lack the aptitude and the work habits to be college students.
- Increase the number of graduate courses
- I would have to see professor invite speakers that have real life experience, applying the context of that particular course
- Make a specific deadline for completing thesis and enforce it.
- Make it a lot harder and do not just accept everybody it is too easy
- More courses and sections
- More industry oriented course work
- More meaningful courses that apply to the job world today.
- No fall only spring only classes
- Offer more elective courses
- Often the requirements changed in my program, and professors were unsure of which I should follow. I was told different things by different people.
- Refocus on quality education - not quantity
- SEPARATE CLASSES FOR GRADUATE STUDENTS.
- The grading scheme is too strict. The professors play favourites while grading. I have had some serious arguments with the professors in this regard. Also, my undergraduate GPA was a 3.98 whereas my masters GPA is only a 3.49
- There is room for raising the standards of education by raising the expectation from students

Equipment/Facilities:

- Better computer labs/Better computer resources
- Improve the facilities - the Business building is in need of repair!
- Improve the library's holdings... (Nice building, no books). In lieu of this, forging cooperative agreements with the University of Miami for graduate access there would be most helpful
- Need a bigger business building. There is never enough room to study. We had to sit in the halls and on the floor. More space is needed in the BA building
- Put the engineering building in the main campus again. Working on this building far away from the main campus makes it depressive. I'm pretty sure that students and researchers performance could be improved if they have the opportunity to go out
- The lab should be equipped with more computers.

Faculty:

- Conduct a psych evaluation on (Name) before letting teach her teach another class. She used the classroom as a forum to feed her ego. Talks about herself and what she has done, and whom she knows in every session.
- I would provide graduate students with a yearly opportunity to evaluate faculty in their program. Yes, there are class evaluations, but those centers on pedagogical practices in a specific class. We should be able to evaluate them continually and we cannot.
- Organize the courses and professors better
- Professor who do not speak so negatively about FIU. Professors do not recommend other institutions
- Those nice professors who work hard but kept in the dark should get a chance to promote and make a difference

Financial Aid:

- Better advice on administrative/paperwork/forms/red tape to graduate. Had a horrific experience with financial aid. Graduate students even with assistantship must work outside of the university to support themselves (and this is not allowed under contract)
- Dealing with Financial Aid or any other office is a nightmare and students often feel that they are not important to these people
- First of all, the financial people did not what they are doing. I received my fall financial aid for 2000 at the beginning of the summer semester 2001. That was a very stressful thing, and it should not happen and it should not be excused.
- Offer assistantships to International students in the MSMIS programme.
- Offer FULL tuition scholarships to arts and science students not just matriculation waivers that cover 75% of tuition and fees
- The processing of grant in financial aid and controlling office is very slow and wasted a lot of time in these offices and making sure that my classes were not dropped. A more time effective method needs to be devised so that this processing is done

Miscellaneous:

- Also, football is a stupid pit to throw money away. FIU is a growing campus and it needs to offer students more courses, not more mindless sitting. Football is fun, but college is a place to learn, priority one. One more thing, require freshman to live on campus, without a car. There is no parking.
- An emphasis in all classroom computer skills

- Be more responsive to students Example 1 one really knows graduation process and it is a guessing game. More information and use the web
- Combine with computer technology is important
- Create a voluntary mentoring program in each major, pairing a beginning graduate student with one who is in the second half of his or her studies or with a doctoral candidate or professor.
- Explain to the student the various aspects of the program including the opportunities of securing a job in the market
- FAU does not have thesis option for master
- Have jobs available with employers
- The policy of inoculation for USA born citizen this was the only process that gave me grief and was a total waste of time.
- To delete some classes that I consider are not important, and also some are repetitive

Programs:

- Additional coursework needs to be added in biogeochemistry
- Add more pre-class sessions in the areas of accounting, finance, and economics for non-business oriented students. Offer prep courses for GMAT
- Admissions policy: MBA students SHOULD have work experience. Students with no work experience do not contribute so much in teamwork.
- At business graduate level, emphasize on real case in the areas of merger and acquisitions, marketing and business developing
- Be more selective in the admission to the EMBA
- Graduate student (Ph D student) must have mentors. We are on our own in the school of social work That's a darn shame.
- In my major, I would suggest having more courses especially in summer and more professors
- In the EMBA program there should be an option to work alone if you want to, and nobody should be forced to work in a group
- I would NOT require students to purchase expensive portable computers, especially when they are never used in class. This was an absolute absurdity. The school should offer to buy the computers back from the students.
- More course variety in Computer Science
- More equipment for the exercise Physiology department.
- More graduate history classes offered in the afternoon and evening.
- Offer a basic accounting refresher course prior to starting program

Student Services/Responsiveness to Students:

- FIU registration classes available (too little not often)
- FIU should work on having better relationships with employers and alumni in the community. They should be more active in assisting graduates to find internships or permanent jobs after graduation.
- For those of us that work full time, sometime it is hard to get to the office (registration, cashier, bookstore, etc.) during regular hours so longer hours either in person or on the phone for questions/services.
- Improve on registration, financial aid, and administrative services.
- I would suggest more support for students.
- Make it more commuter friendly. Offer more courses that are needed at night and weekends
- More organization
- More social activities

- Overall services to students (Registration, Cashiers financial aid)
- Prepare an information package with all of the services available for graduate (for example borrowing videos from library) at time of beginning studies.
- Provide more assistance (Sources assistance in application process) For outside funding, practical workshop for grant writing.
- Registration headaches, problem with getting class paid for, funding that only covers one part of tuition
- The extreme laziness and blatant disregard for authority by their school secretary and support staff will bring this school down.
- The university is fatally flawed because it does not have appropriate organizational infrastructure. Paperwork is frequently lost, records destroyed, secretaries unhelpful, and so on.

COMMENTS OR SUGGESTIONS REGARDING YOUR GRADUATE EXPERIENCES AT FIU

- As an international student I never felt discriminated. On the contrary everyone was very cooperative. It helped me develop greater intellectual understanding.
- Eliminate at the graduate level memorization of textbooks approach to test, which is more reasonable at the undergraduate level.
- Employ much higher standards for admissions. This will mean having fewer graduates as a whole but will drastically improve the quality of the program. Unfortunately, this is rather impossible under the current corporate structure, which the university has.
- Excellent program. Wonderful it lasts 1 year and in lock step, which aids in having less hassle in the registration process.
- FIU has come a long way in a short time. The graduate program in my area is new but I am pretty much sure that it will continue to improve as time goes by.
- Grad students need to have access to proper health insurance at "reasonable prices"
- How long it takes to get anything (equipment paper work, through etc) there are many unproductive departments in this school.
- I apply to the school of psychology in May 2000. I still have not received any response from the department. I will most likely continue my education at University of Miami because of the lack of interest.
- I believe that the MBA program would be improved by having a strong curriculum in place and sticking with it. Over the past three years it seems the program has changed routinely and sometimes haphazardly.
- I have enjoyed tremendously my experience at FIU. I am and will always be proud of being an FIU Alumni.
- I really enjoyed my experienced at FIU. It helped me in all aspects of my life, personally and professionally. I would definitely recommend to my friends and go back to get my Ph. D.
- It was a great experience to seek my MBA at FIU.
- I was one of the students that were transitioned from FAU to FIU. There a lot of wrinkles in my program as a result, and at some times those wrinkles could have been smoother, however, I am so grateful to the physical therapy staff at FIU.
- I would like that exams at the graduate level are not multiple choice. There is no reason why graduate students cannot have essay tests or some other type of test that does not focus on memorizing but on understanding concepts.
- I would like to review the content of some classes as international business (fall semester). Also some professors as (Name) that for me was the worst professor I ever had.

- More covered walkways, it rains a lot here, ECS has no covered connection to the rest of the campus
- My EMBA program was not good because of the group I was assigned to. My experience would have been better if I had the opportunity to pick the members of my group or to work alone.
- Syllabuses are really followed through by professors.
- The compressed programs must provide pre-admission counseling/interviewing in order to allow the prospective student to make a realistic assessment of his/her chances of success and to allow the program director to prepare the student for the effort required.
- The lack of educational quality is quite appalling, particularly in the public administration program. To see students so routinely given exceptional grades for terrible work is disheartening.
- The IMBA program is a separate program within FIU. This was the cause for a lot of problems, as the rest of FIU never seemed to know us. Given the fact that we pay more than any other students (\$27,500 for one year) the support from FIU and administration is not what it should be
- The professors are great and well in tuned with the industry.
- The quality of research is very poor. The administration has made a few critically erroneous decisions that are going to further affect the research. (For example they have stopped the assistantships for masters students from Fall 2001).
- There is a definite need for organization and consistency in student advisement
- There is no black male representation at the School of Social Work. So, for students there of that gender, there is no role model. That is also a shame.
- There should be more events, speakers, theater, and art at BBC.
- We could benefit more if more corporation and local institution work out programs to give students practical training
- We could make the graduate study better by getting more practical hands on courses and less theoretical courses.
- Why doesn't the administration take time to review graduate programs, assess the learning outcomes of students, assess the instructional practices of faculty, and actually try to improve the learning environment?